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Connections from the Editor

by *Michelle L. Kusel*

About a year ago, I assumed a new role in higher education venturing into the world of Experiential Learning and Academic Affairs. While sad to leave Leadership programming, this edition of Concepts & Connections reminded me that leadership truly is everywhere! This edition focuses on Leadership Competencies and provides a plethora of transferable and applicable lessons along

with questions and discussion to contemplate as you design your programs and connect with students. We hope you enjoy, reflect, and learn from this edition of Concepts & Connections. 🏠

Michelle L. Kusel

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A Competency Based Approach to Leadership Development

by *Corey Seemiller, PhD*

As a leadership educator, I have continually struggled with making a case for the value of leadership development with students and administrators. For those of us who engage in leadership development, we know that it is important. But, the anecdotal stories of impact that students share with us and the observations of the light bulbs coming on is not enough to make a case that leadership development is worth investing in as a student or as an institution. In addition, even with robust assessment measures, how do we know that what the students are learning and developing is actually what they need?

Just from everyday knowledge, we know that leadership skills that are necessary for success in one career field are likely different from those necessary in another career field. For instance, a student going into the field of secondary education may need to refine his or her public speaking skills over skills to create change, whereas an aspiring counselor might benefit more from learning how to demonstrate empathy rather than honing organization skills. As a leadership educator, I tend to believe that all leadership skills are important, but in many cases we only have our students' attention for a short period of time and to use that wisely, we must help them develop what they need. This realization did not come lightly and I have never abandoned the hope that students have a holistic leadership development experience. But, tailoring leadership development to what students need has allowed me to easily and quantifiably demonstrate to both students and the institution the value of leadership development.

THE CREATION OF THE STUDENT LEADERSHIP COMPETENCIES

This journey started in 2008 when a colleague and I decided to create evaluation measurements for our leadership programs. We already had broad-based questions to discern what students liked, what they believed they

learned, and how we could improve. But, knowing that we wanted to hone in on specific skillsets that students were developing, we first aimed to create a list of what we wanted students to learn.

We began by putting together a list of leadership skills related to a variety of concepts such as Motivation, Facilitation, Inclusion, and Vision. This initial list was based on components of the Relational Leadership Model (Komives, Lucas, & McMahon, 1998), Five Practices of Exemplary Leadership (Kouzes & Posner, 1995), and the Social Change Model of Leadership (Austin et al., 1996), as well as the standards for leadership programs set by the Council for the Advancement of Standards (CAS) in Higher Education (Dean, 2006) and

“The anecdotal stories of impact that students share with us and the observations of the light bulbs coming on is not enough to make a case that leadership development is worth investing in as a student or as an institution.”

outcomes from Learning Reconsidered from ACPA/NASPA (Day et al., 2004). We quickly determined that it was not just skills we wanted students to learn. We also wanted them to develop knowledge, shift their attitudes into a leadership mindset, and actually engage in leadership behavior. Upon further research, we determined that what we were creating was a list of competencies (knowledge, values, abilities, and behaviors) that when developed could help one better achieve a task or fulfill a role. After developing this master competency list, we then developed assessment measurements for each competency.

Although this competency list was robust, being able to connect these competencies to something larger was vital for validity and legitimacy. Thus began the five year process of comparing our competency list to the learning outcomes set by academic accrediting organizations for a diverse array of academic programs in higher education.

In the first comparison, we cross-referenced each of our competencies with the learning outcomes of every accredited academic program through the Council for Higher Education Accreditation, the Department of Education, and the Association of Specialized and Professional Accreditors. This included 475 academic programs from 72 accrediting organizations (Seemiller & Murray, 2013). We looked at a variety of degree levels in fields such as forestry, nursing, aviation, accounting, culinary, and dance and used the emergent data to validate, add to, and change our competency list. In addition, by coding any learning outcome within each academic program that appeared synonymous with one of our competencies, we developed a unique competency list for each of the 475 academic programs. We could now look up any academic program and find out the required leadership competencies.

This process was again completed in 2013 using the new outcomes published by academic accrediting organizations. Some programs were no longer active while new ones had emerged. The 2013 review included analyzing nearly 18,000 learning outcomes across 522

academic programs. The competency lists for each academic program were updated and again, the master competency list was honed to 60 competencies, each with four dimensions: Knowledge (understanding or learning about), Value (believing it to be important), Ability (the skills or motivation to execute the competency), and Behavior (actually engaging in the action related to the competency). In trying to capture this specificity, 240 distinct measurements were created to reflect each of the four dimensions of the 60 competencies.

“Not only can we articulate what students are learning and developing, students can also articulate their leadership competencies in resumes, interviews, and in everyday ways.”

THE STUDENT LEADERSHIP COMPETENCIES IN PRACTICE

With the development of the Student Leadership Competencies, our Leadership Programs office at The University of Arizona has engaged in a number of initiatives to help shape the work we do as leadership educators.

Competency Setting. Each year, we update our curriculum (programs, courses, and events) and align our learning outcomes with the competencies we intend for our students to develop. Because each competency dimension has its own measurement, it is imperative that we not only associate the correct competency with a learning outcome, but that we also associate the correct dimension. For instance, are we teaching how to effectively communicate verbally, helping students understand the importance of effective verbal communication, giving them skills to enhance their ability to communicate verbally, or giving them the opportunity

to practice using the competency of verbal communication? In some programs, we might do all, whereas in others, we may only do one or two. In addition, we also have also been able to see that some competencies are rarely or never associated with our programs. This has led us to modify existing programs or create new programs to address competencies. For example, a survey of alumni from the Arizona Blue Chip Program, our four-year comprehensive leadership program, indicated 86.7% needing the ability dimension of Supervision in their current jobs. This finding was consistent with the ability dimension of Supervision being in the top 20% of most prevalent competencies across academic programs. However, out of 719 events and 330 student leader roles, Supervision was not one of our intended competencies. Using this data has been instrumental in helping us reshape curriculum, role responsibilities, and student supervisory opportunities to help students develop this competency.

Assessment. Being able to use specific assessment measurements to discern if and to what extent students are learning what we intend has been instrumental in our programs. We have used this assessment data to make substantial changes in our curriculum to ensure that competencies we intend to develop are being developed. Because we use the same assessment measurements across all programs, we can also benchmark our programs to find structures, processes, and formats that work best to ensure learning and development of a competency. Finally, this assessment data has allowed us to showcase students' development to key stakeholders including students, administrators, donors, parents, and community members. We can "tell our story" about the impact of our programs. And, what is unique about this story is that we can show that our leadership programs help students develop essential competencies for academic success within their academic programs; a new narrative of the value of leadership development.

Tailored Programs and Marketing. One of the most useful outcomes of the competency-based approach has been tailoring leadership programs to specific audiences. We can now look up the competencies required of a particular academic program, create a program that develops those competencies, and work directly with the associated academic department to offer the program. We can articulate exactly to students what they will learn in each program and tie that specifically to their academic programs. Our outreach is focused and our message is simple: We offer leadership

development opportunities designed with each specific student in mind and there is a program for everyone. If not, we can create tailored programs for any student organization, academic department, or Student Affairs unit based on the competencies their students need to develop.

Overall, we use the competency approach in a variety of ways. We integrate competencies into our performance evaluations, co-curricular transcripts, self-assessments, marketing materials, websites, syllabi, assignments, electronic portfolios, and in our language with students. Not only can we articulate what students are learning and developing, students can also articulate their leadership competencies in resumes, interviews, and in everyday ways.

This 5-year process has been far more than I expected to engage in. Not only has the endeavor yielded a vast amount of useful data, but it has allowed me to re-conceptualize how I engage in leadership education and how I can articulate the value of student leadership development. Being able to specifically outline the leadership competencies students need, tie those competencies to what we offer, and then measure students' competency development as a result of participating in our programs has allowed The University of Arizona Leadership Programs to demonstrate to both students and administrators the quantifiable value of leadership development.

The Student Leadership Competencies Guidebook authored by Dr. Corey Seemiller and published by Jossey-Bass is expected to be released later this year. The book will provide resources and tools in using the Student Leadership Competencies including definitions, curricular ideas, and measurements of each competency along with access to a searchable online database to look up associated competencies for each of the 522 academic programs and a variety of contemporary leadership models. For more information on the Student Leadership Competencies, go to www.studentleadershipcompetencies.org.

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Check out the collaborative web site, socialchangemodel.org for more information on using the **Social Change Model of Leadership Development**. Share resources with colleagues and find the latest resources for users of the model.

Learning by Design: Rethinking Leadership Competencies

by Adam Goodman, PhD

THREE PROBLEMS WITH LEADERSHIP COMPETENCIES

I meet individually with dozens of students each year to help them interpret the results of their 360° Leadership Assessment (Goodman & Bockenfeld, 2010). Todd Murphy, my colleague, conducts similar work using Gallup's StrengthsFinder (Rath, 2008). Leadership Fellows at our Center multiply our efforts as do colleagues across the campus. About 50 faculty members use a Teamwork Assessment (Goodman, 2011). Altogether, I estimate that 15% of our undergraduate students receive results from a leadership or teamwork assessment annually.

Assessment has become important enough that we're building a Leadership Portal (Goodman, Bockenfeld, Tiedeman, & Kim, 2010) so that students can document their learning gains over time and so that we can better understand what populations of students are learning. This portal is our biggest investment and will be for the foreseeable future. There's a compelling argument to be made that, if you're serious about leadership development, you better be serious about assessment.

Yet I wonder whether we are serving our students well because each conversation almost always starts with the student's assumption that she/he will receive a detailed prescription for becoming a better leader. In essence, students want something that we can't provide: a definitive list of their leadership behaviors and qualities

as well as specific instructions for what they should do next to become better leaders.

These expectations are the first problem with leadership competencies. I've come to believe that leadership is caught in an understandable but impossible craving for certainty. Students, and others new to leadership, want more clarity and specificity than is possible for their emerging understanding of leadership.

Telling students about this problem is insufficient because we can't change their expectation in a single conversation. How do we help students understand that assessment is a useful starting point for development and, as importantly, nothing more?

This first problem is compounded by our failure to distinguish leadership assessment, competencies and strengths from each other, and by the rise of authentic leadership. Each serves a specific purpose. An assessment is a set of competencies that are gathered together based on the author's measurement goal. For example, two popular assessments are the Multi-Institutional Study of Leadership (Dugan, 2006), based on the Social

Change Model of Leadership (Institute, 1996), and Kouzes and Posner's Leadership Practices Inventory (Kouzes, 2005). Each is useful, robust and highly regarded. Yet neither would claim to be the perfect model, one that every leader should adopt.

A competency describes a specific ability that is measured by the assessment instrument. The Center for Creative Leadership helped pioneer 360° Leadership

“There’s a compelling argument to be made that, if you’re serious about leadership development, you better be serious about assessment.”

Assessments (Fulmer, 2001), bringing competency work into the mainstream of leadership development. The Leadership Practices Inventory includes “model the way,” “inspire a shared vision,” and “challenge the process” (Kouzes, 2005) and the Social Change Model “collaboration,” “commitment,” and “citizenship” (Institute, 1996). Since 1989, I’ve advised over 30 campuses and much of this work has included competency development. Our campus’ current competencies include asking powerful questions, collaboration, navigating change, and resilience. Competencies have value because they provide information about how leaders are perceived using a particular skill, behavior or mindset. My research through the Leadership Portal includes building a competency library among the network of schools that use the software. I believe that we’ll learn, while desirable competencies change over time, there is also convergence on specific competencies across institutions.

“Competencies have value because they provide information about how leaders are perceived using a particular skill, behavior or mindset.”

Strengths are specific competencies that a leader naturally has at her/his command and that, with awareness and work, can be further mastered. Gallup’s StrengthsFinder, the most widely used strengths assessment, looks at 34 competencies (Rath, 2008).

Bill George and others have written compellingly about authentic leadership (George, 2007). From a competency perspective, their central message is that no single set of abilities will work for every leader. Instead leaders should lead from who they truly are. The

implication of authentic leadership is that effective leaders understand what their strengths are, further develop those strengths, and build teams around them to compensate for their individual weaknesses. Seen in this way, the competencies that comprise a leadership or teamwork assessment might or might not correspond with the specific strengths embodied by that leader. It’s entirely possible that a capable leader will score poorly on one assessment and well on another because each assessment measures different competencies.

Taken together, these are the second problem with leadership competencies. If there is no one set of leadership competencies, what is the value of assessing students against any specific model? Solving this problem begins with embracing the paradox that, on the one hand, leaders have specific strengths and should lead from who they are and, on the other hand, that assessing a leader against a specific set of competencies is a useful starting point. Competencies do not define a leader or provide the prescription that many students crave.

A third problem with leadership competencies is that numeric scales give students a score without giving them context about what the scale actually measures. For example, many scales measure frequency of use for competencies using Likert scales (e.g., “always,” “sometimes,” and “never”). These scales fail to account for factors such as appropriateness of use (i.e., does the student use the competency in the right situations?) and effectiveness (i.e., does the student’s use of the competency yield the desired result?). Consider students who are being assessed for collaboration skills. A Likert scale provides information about how often they are perceived as being collaborative. It may be reasonable to infer that a student’s and outside rater’s responses take into account the quality of her/his collaboration, but there is no reliable method for parsing whether “quality” is part of that person’s rating as distinct from frequency. Although, written comments from raters can provide anecdotal evidence.

Our Leadership Portal is experimenting with two approaches to help address this problem. First, the Portal collects mostly written text and minimizes the use of scales. Our hope is that placing the burden on the student to primarily review written comments establishes a different context for understanding – one where students look for patterns in the text and makes their own decisions about what the data says and what they want to do with that information. This is, admittedly, a trade-off because students can reach wrong conclusions. A

safeguard is to have students meet with trained coaches to review their results. The second approach is to use a scale that requires students to understand what is being measured because the scale itself is different from what they've experienced elsewhere. Our Portal has adapted a scale from Capability Maturity Modeling (Curtis, 2009; Paulk, Chrissis, & Weber, 1993; Paulk, Garcia, Chrissis, & Bush, 1993) because it is less focused on frequency and more focused on appropriateness of use and effectiveness.

THE ROLE OF COMPETENCIES IN A LEADER'S DEVELOPMENT

When I meet with each student, her/his primary goal is to become a better leader. Helping students understand the limited, but real, value of competencies is a critical step toward this goal. Many students are content to stop the process after reviewing their results because they've received three benefits: insight into their strengths, how they perceive their leadership or teamwork, and how others perceive their leadership or teamwork. This information is akin to your doctor telling you your weight, blood pressure and heart rate. This is useful data, but it doesn't provide advice about how to be healthier or give you specific next steps.

Just as your doctor helps you think about what to do with your health information, improving a student's leadership or teamwork begins with giving that student information about how she/he can improve each competency. Assessment results provide perspective on each competency. However, what students do with that information is where the primary opportunity for development is found. For example, students who want to improve their resilience need to identify opportunities for taking risks that can lead to failure. Then they need to take those risks, fail, recognize that a failure has happened, and work to recover from that failure. This last step – working to recover from failure – is where the opportunity for experiencing resilience takes place. Learning about resilience requires one more step: reflecting on the experience itself with the goal to apply learned insights to future resiliency experiences.

Seen in this way, assessments provide context for helping students decide whether they want to improve a competency and for identifying next steps to further their development. The primary value for assessment is to provide insight, context, and motivation to encourage a student's further development.

Our Center's assessments use a path so that students can locate the value of competencies in their leadership or teamwork development, students:

1. Rate themselves against a set of competencies.
2. Solicit parallel ratings from others who have observed them.
3. Review their results and, for each competency, identify key insights and possible development goals.
4. Select one or two competencies that they most want to develop. This step is important because improving a few competencies is more effective than working on every competency.
5. Identify two to three learning goals, with a focus on their selected competencies from Step 4.
6. For each learning goal, identify specific opportunities, action steps for each opportunity, and measures for knowing whether they are making progress.

Within this path, competencies provide insight because students receive information about how they rate themselves, how others rate them, and the gaps that exist between themselves and others. Looking across various competencies provides context for which competencies are strengths, which are weaknesses, or in which competencies students lack sufficient experience to know whether a competency is a strength or weakness. This last possibility is often overlooked and can be a valuable development opportunity. Finally, a student's decision to develop a specific competency provides motivation for continued progress while the action steps provide a path and outcome measures provide information about whether the student is making progress.

Looking at data for each competency provides insight and this is what most people expect from an assessment. However, students can capture far more value by placing their results in context and by crafting an action plan that provides motivation for students to intentionally develop their leadership and teamwork. For example, student assessments might indicate that they have strengths in two or three competencies, weaknesses in two or three areas, and that they do not have enough experience in one or two areas to know whether those competencies are strengths or weaknesses. Understanding just this information provides a student with context – what are their strengths, weaknesses and areas of inexperience. When a student develops an action plan, one

that includes specific goals, action steps, and measures for assessing progress, she/he has finally put competencies to work by establishing motivation for improving her/his leadership or teamwork. ■

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Multi Institution Study of Leadership (MSL)

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www.leadershipstudy.net

Learning by Design: Skill Development of University Students

by *Frederick T. Evers, PhD*

INTRODUCTION

There are three purposes of this article:

- Introduce the Bases of Competence skills model and discuss the skill development of university students based on this model.
- Students in the Peer Helper Program at the University of Guelph will be compared to students not in the program on scenario-type representations of the bases of competence to determine if the PHP helps to improve students' skill development.
- Discuss leadership as a key skill of university students and graduates.

BASES OF COMPETENCE

The Bases of Competence model was developed as part of the *Making the Match Between University Graduates and Corporate Employers* project. It is published in Evers and Rush (1996) and Evers et al (1998). The bases of competence are presented in two more recent articles: Berdrow and Evers (2010; 2009). The model consists of four bases: 'Mobilizing Innovation and Change,' 'Managing People and Tasks,' 'Communicating,' and 'Managing Self.' These bases are made up of four or five skills from a list of 17 skills that are fundamental to employment and need to be developed before and during employment by university graduates.

THE BASES OF COMPETENCE WITH DEFINITIONS AND SKILLS.

Mobilizing Innovation and Change. Conceptualizing, as well as setting in motion, ways of initiating and managing change that involves significant departures

from current mode.

- Ability to Conceptualize
- Creativity/ Innovation/ Change
- Risk-Taking
- Visioning

Managing People and Tasks. Accomplishing the tasks at hand by planning, organizing, coordinating, and controlling both resources and people.

- Coordinating
- Decision-Making
- Leadership/ Influence
- Managing Conflict
- Planning & Organizing

Communicating. Interacting effectively with a variety of individuals and groups to facilitate the gathering, integrating, and conveying of information in many forms (e.g., verbal, written).

- Interpersonal
- Listening
- Oral Communication
- Written Communication

Managing Self. Constantly developing practices and internalizing routines for maximizing one's ability to deal with the uncertainty of an ever-changing environment.

- Learning
- Personal Organization/ Time Management
- Personal Strengths
- Problem Solving/ Analytic

(Evers & Rush, 1996, p. 280-281).

University students and graduates working in corporations (N=1,610) completed questionnaires where they ranked their own competencies on the 17 skills and also answered questions about the demand for the skills in the future. The skill competencies were factor analyzed and checked against the literature to determine the four groupings which were labeled the base competencies. The students and graduates ranked themselves higher on 'Communicating' and 'Managing Self' than on 'Mobilizing Innovation and Change' and 'Managing People and Tasks.'

The data model was based on three years of questionnaires across five cohorts:

- early university students: individuals in their first two years of university
- pre-graduate students: individuals in their third and fourth years of university
- job entry graduates: individuals in their first year on the job
- job change graduates: individuals on-the-job around five to seven years. The literature indicates that around five to seven years employees are looking for a vertical or horizontal move or to change organizations, hence the name of this group.
- stabilized graduates: individuals on-the-job around 10 years

An interesting finding was that job entrants scored themselves the highest of the five cohorts on 'Managing Self' and 'Communicating' and the lowest on 'Managing People and Tasks' and 'Mobilizing Innovation and Changes.' We hypothesized that a "humbling effect" was happening with the new employees well versed on 'Managing Self' and 'Communicating,' but not so on the other two bases. It would seem that university is better at developing 'Managing Self' and 'Communicating' than 'Managing People and Tasks' and 'Mobilizing Innovation and Change.'

Comparing males and females on the competency scores, and controlling for cohort and year effects, we found that males scored significantly higher on 'Mobilizing Innovation and Change.' The females scored significantly higher on 'Communicating.' There were no differences on 'Managing Self' and 'Managing People and Tasks.' (Evers et al, 1998, pp. 44-45). We also compared academic program (i.e. arts and social sciences,

business, engineering) across the four bases. Arts and social science students and graduates scored higher on 'Communicating.' Engineers scored themselves higher on 'Mobilizing Innovation and Change.' Business students and graduates did not rate themselves higher on any of the four bases. It is possible that business students and graduates have a better understanding of how difficult it is to achieve the skills. There were no program differences for 'Managing Self' and 'Managing People and Tasks' (Evers et al, 1998).

The bases of competence skills model is used in a senior Sociology and Anthropology undergraduate course at the University of Guelph on the transition from university to work. The students do a project related to their transition to work and prepare a skills portfolio based on the bases of competence skills. Students have found the coursework to be valuable as they make the transition to work or graduate studies. Portfolios are collections of material related to skill development and work experience. They can be created in a hard-copy binder or online in systems such as Desire2Learn. The portfolios in the transitions course contain a résumé, personal mission statement, intellectual autobiography, self-assessment and evidence of skill development in each of the bases of competence skills, and a summary of skill strengths and areas needing the development. The evidence can be a variety of things: university papers, co-op terms, awards and recommendations from employers, discussions of part-time and summer jobs, etc.

PEER HELPER PROGRAM

The Peer Helper Program (PHP) has existed at the University of Guelph since 1984. There are more than 240 peers in the program each year (Student Life, University of Guelph, 2007). The peers work across campus in a variety of units. They effectively help their fellow students with many problems. The bases of competence are used as both a training and evaluation model within the PHP.

"The Peer Helper Program at the University of Guelph: Analysis of Skills Objectives" (Desmarais et al, 2013), a program funded by the Higher Education Quality Council of Ontario, was run to see if students in the PHP developed the bases of competence better than students not in the program. A unique feature of this project was that the measurement of the bases was determined by the students answering questions about

scenarios that tapped the four bases. The scenarios were judged by two individuals in each of three years and scored out of 15.

There were three groups in this study: peer helpers, students in college government, and other undergraduates. ‘Managing Self’ and ‘Communicating’ were scored higher by the overall group and ‘Mobilizing Innovation and Change’ and ‘Managing People and Tasks’ were scored lower. This finding is consistent with the bases of competence study. The peer helpers scored significantly higher than the other two groups on ‘Mobilizing Innovation and Change’ (Desmarais et al, 2013, p. 18). This is an interesting finding since the skills incorporated in ‘Mobilizing Innovation and Change’ (i.e. Ability to Conceptualize, Creativity/ Innovation/ Change, Risk-Taking, and Visioning) are the most abstract of the skills in the bases. College government students were scored higher on ‘Managing People and Tasks’ than the other two groups. The groups were not different for ‘Managing Self’ and ‘Communicating.’

LEADERSHIP

Leadership is a key skill that university graduates will use in the workplace on a regular basis. The ‘Leadership / Influence’ skill within ‘Managing People and Tasks’ was found to be relatively low in competence (Evers et al, 1998). ‘Leadership / Influence’ was in the top four ranked skills in terms of “areas needing development” by the university students, university graduates working in corporations, and managers of the graduates. It was also in the top four of the skills that managers judged to be in “much greater demand in future.”

“Leadership is a skill that is essential for anyone who is trying to accomplish things with or through others. Leading people to achieve the goals using the fullest of their potential involves coaching, directing, guiding, and mentoring. It encompasses supporting and reinforcing risk taking such that individuals can reflect on and learn from their experiences.” (Evers et al, 1998, p. 102)

All of the skills in the bases of competence model can be thought of as important to leadership. In fact the model itself could be thought of as a leadership model. A leader must be able to self-manage, manage others and tasks, communicate, and mobilize innovation and

“Leadership is a skill that is essential for anyone who is trying to accomplish things with or through others. Leading people to achieve the goals using the fullest of their potential involves coaching, directing, guiding, and mentoring. It encompasses supporting and reinforcing risk taking such that individuals can reflect on and learn from their experiences.”

change to succeed.

The past president of the University of Guelph, Mordechai Rozanski, was once a guest course speaker in the transition from university to work course mentioned earlier in this paper. He was asked by a student for the definition of leadership. The gist of his definition was in having a vision and convincing people to achieve the vision with you. That definition nicely incorporates the idea that you have to have direction to be an effective leader, as well as, be able to influence others.

CONCLUSION

This article has introduced the Bases of Competence Skills Model (Evers et al, 1998) and presented findings related to the bases. The competencies of university students and university graduates working in corporations were higher on ‘Managing Self’ and ‘Communicating’ than on ‘Managing People and Tasks’ and ‘Mobilizing Innovation and Change.’ This finding was the most dramatic for job entrants (graduates in their first year on-the-job). Women were shown to have higher competency on ‘Communicating’ and men were found to have higher competency on ‘Mobilizing Innovation and Change.’

In a recent study, Desmarais et al (2013) found that students in the Peer Helper Program at the University of Guelph scored higher on ‘Mobilizing Innovation and Change.’ The competencies of the bases were based on judged scenario-type questions, a feature of this research.

Finally, the article turned specifically to the issue of leadership. ‘Leadership / Influence’ (one of the 17 skills) was found to be low in terms of competency and yet high in terms of needing development and in demand in the future in the Bases of Competence research. ■

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Program Spotlight: Providing an Institutional Integrated Framework to Develop Leaders of Character

by *Bernard B. Banks, PhD*

A number of global institutions actively seek to develop the leadership competencies of their students. Within that group, some colleges and universities consciously pursue character development as well. The United States Military Academy at West Point has pursued both objectives since 1802. Today, over 4,400 cadets (i.e., undergraduate students) are undertaking a rigorous 4-year program of study designed to produce military officers and leaders of character (i.e., “...someone who seeks to discover the truth, decide what is right, and demonstrate the courage and commitment to act accordingly; character includes not only moral and ethical excellence, but also firmness, resoluteness, self-discipline, and sound judgment”) (USMA Circular 1-101-1, 2009, 10). West Point’s mission statement highlights the importance of producing such individuals.

“The United States Military Academy’s mission is to educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army” (USMA Building Capacity to Lead Handbook, 2010, vi).

The integrated framework employed by the Academy to achieve this mission is called the West Point Leader Development System (WPLDS).

PROGRAM OVERVIEW AND COMPONENTS

The WPLDS is the conceptual framework that outlines the Academy’s process for guiding cadets through their journey to become military officers. The system

is the institution’s latest iterative effort in refining its developmental framework. Conceptually, West Point’s process incorporates five major components (i.e., developmental experiences, providing new knowledge and growing one’s capabilities, fostering individual readiness, reflection, and time) which are moderated by various factors (e.g., level of challenge presented by various experiences, depth of assessment prior to undertaking an activity, amount of support afforded each cadet, openness to new experiences, and reflective capacity). The primary desired outcome of the WPLDS is the creation of an individual who has internalized an identity the Academy calls “officership.” The officership identity is operationalized as possessing four attributes (warrior, member of profession, servant to the nation, and leader of character). However, the WPLDS is also designed to facilitate graduates’ ability to “do” ten things well (e.g., West Point graduates will possess the ability to lead and

“The result is that a student’s character reflects the extent to which their behavior is consistent with their espoused core values and beliefs, and worldview.”

inspire their units to accomplish all assigned missions).

The execution of the process occurs through the creation of specific activities arrayed in six developmental domains (military, intellectual, physical, moral-ethical, social, and human spirit). However, the intent is to have no activity occur in isolation. So, an integrative approach is employed in order to develop cadets simultaneously across multiple dimensions. The following example is representative of how that philosophy manifests itself. All students must play a sport (e.g., intramurals, competitive club, or intercollegiate-level team). All intramural sports are refereed by the students themselves and everyone receives a grade. Because, doing so is the conscious integration of the physical domain (playing the sport) with the ethical domain (learning how to make decisions when faced with competing interests—peer pressure, organizational affinity, participation grades, etc.). Countless other activities are consciously crafted to address developmental objectives that span multiple domains. Ultimately, the Academy’s ability to cogently shape a student’s development is contingent upon how

well it selects developmental experiences and fosters meaningful conversations.

While the WPLDS is the conceptual framework used by the Academy to develop its students, an explanatory model is also used to help participants understand what the integrative process is designed to foster (See Figure 1). The West Point Leader Development Model depicts how character is shaped by a myriad of things. The activities that are purposefully created and undertaken across the aforementioned six developmental domains are all designed to address self-awareness, self-motivation, self-regulation, social awareness, and one’s sense of agency. Doing so influences students’ worldview, core values, and identity-construct. The result is that a student’s character reflects the extent to which their behavior is consistent with their espoused core values and beliefs, and worldview. Consequently, the model and West Point’s pre-determined identity attributes outcomes help all participants to possess a common frame of reference in order to guide their actions and the reflections being fostered.

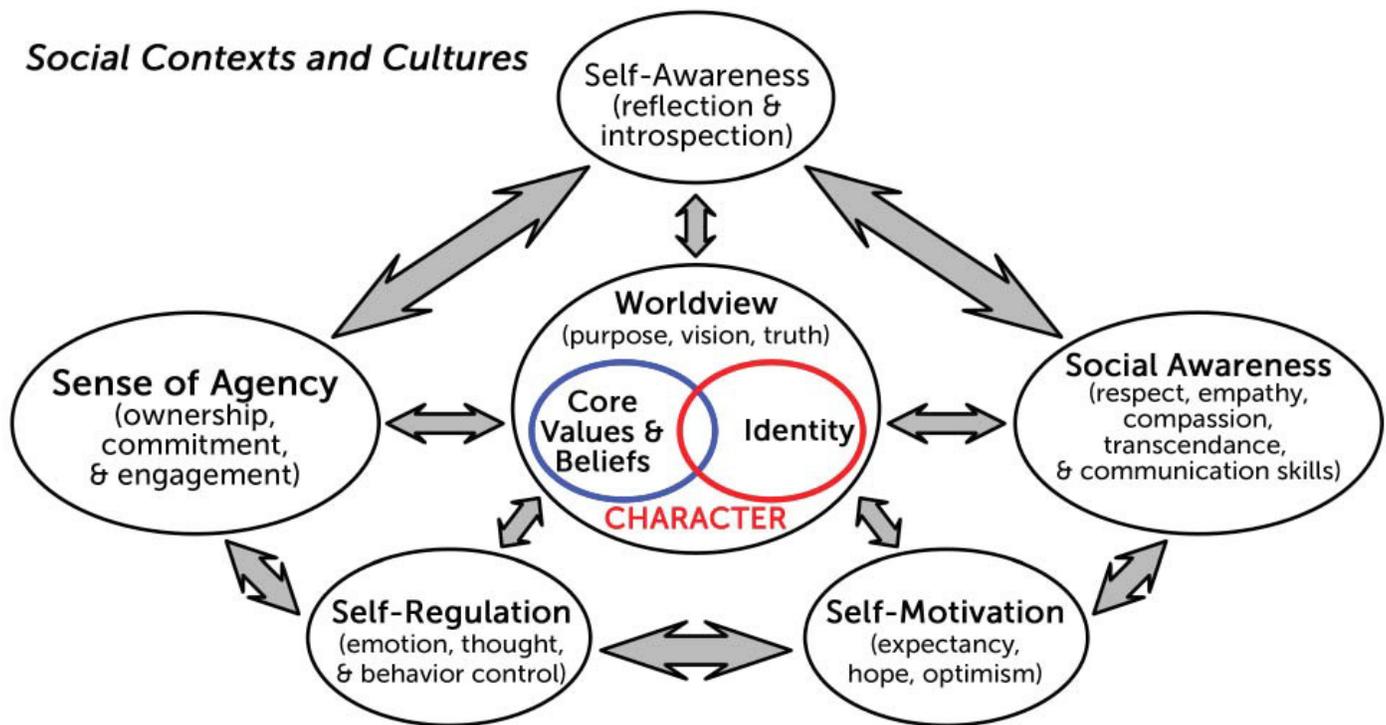


Figure 1. Social Contexts and Cultures. This figure is used to help participants understand the integrative process of the six developmental domains.

PARTICIPANTS AND FACILITATORS

The WPLDS is unique because every member of the staff and faculty is specifically charged with being a leader developer in addition to their other duties. Staff

and faculty members are required to create and maintain an environment that empowers students to achieve desired developmental outcomes (not simply academic competence). They must hold themselves, one another and students responsible for the appropriate profession-

al behaviors required to pursue the developmental objectives. Staff and faculty members are empowered to design educational activities that inspire and challenge students to demonstrate critical thinking, and a commitment to lifelong learning. They are also required to create opportunities for one-on-one mentorship through activities outside the classroom, such as athletics and extracurricular clubs. Furthermore, their families are also integrated into the process.

The majority of faculty members reside on the Academy's grounds. As such, the frequency of interaction with students is significantly higher than what you would observe on most Tier 1 research institution campuses. Because of the reduced physical separation from students, family members also interact daily with cadets. Therefore, the Academy specifically requests that staff and faculty family members' aid in the process of developing leaders. In service of that request, families regularly host students in their homes and expose them to military life. They also attend students' extra-curricular activities and engage them in developmental dialog. The old adage, "it takes a village" most certainly applies at West Point.

DATA AND IMPACT

West Point embraces the Center for Creative Leadership's Assessment, Challenge, and Support framework for what constitutes a meaningful developmental experience. Consequently, Academy students receive routine psychometric and attitudinal assessments (e.g., Hogan instruments, Five Factor Personality Inventory, Cardinal Leadership Inventory). Additionally, they are provided observational feedback from staff and faculty members. The Academy employs longitudinal surveys to measure

the amount of developmental change transpiring over the course of a student's tenure at West Point. Because the WPLDS' outcomes are pre-determined, it is possible to behaviorally measure how each student's actions reflect the stages of inculcation associated with the four officership identity attributes. Such data is used to determine whether a student has met the developmental benchmarks required for advancement within the WPLDS. For example, while a student might have passed all their academic courses, a failure to meet the standards associated with other developmental domains can result in their being held back a semester or year. Developmental data is also used to justify a student's dismissal from West Point for other than academic reasons. Therefore, we are continually exploring

more rigorous methods of assessment in order to provide greater validity to our data collection efforts.

CONCLUSION

West Point possesses some significant advantages when it comes to fostering an institutional approach to leader development. First, we are able to immerse all of our students in carefully sculpted culture 24-hours a day, 7-days a week since all students are required to live on campus throughout their undergraduate experience. Second, we have taken the time to codify standards of behavior across the six developmental domains in order to expose students' gaps. Knowing where the gaps exist provide the basis for having meaningful conversations. Third, we have tremendous control over who teaches on our faculty and for how long. The West Point faculty consists of approximately 75% military personnel and 25% civilian scholars. Most military faculty members teach for a period of two to three years. Afterwards, they

"Staff and faculty members are empowered to design educational activities that inspire and challenge students to demonstrate critical thinking, and a commitment to lifelong learning."

return to the operational force. Consequently, we select only the highest potential officers to attend graduate school and serve as role models on the faculty. Fourth, we have the ability to provide every student a progressive and sequential set of leadership experiences. Finally, we can adjust a student's timeline because we control the resources. Every student attends the institution on a full scholarship. Consequently, they do not have to worry about tuition or other financial matters. Therefore, if we elect to keep a student longer than four years for developmental reasons it does not personally place them in a position of financial hardship.

Our integrated leader development process cannot work for everyone. However, we believe its components are theoretically sound and worthy of examination by others. Everyone benefits from growing better leaders! 🏠

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Interested in learning more about student leadership? Join NASPA's Knowledge Community for Student Leadership Programs (www.naspa.org) and ACPA's Commission for Student Involvement (www.myacpa.org).

Program Spotlight: Excellence in Action: A Competency Model for Fostering Student Learning and Success

by *Kate Kryder & Belina Locke*

A 21st century liberal education prepares students to thrive in a global context (American Association of Colleges and Universities, 2007). Higher Education plays an ever-increasing role in this process. Across the country and the world, college and universities are expanding their curriculums to incorporate an emphasis on non-cognitive competencies, often referred to as 21st century skills (Locke, Shuford, & Murray, 2013). The University of North Carolina at Chapel Hill is on trend with this emphasis. The University's mission statement recognizes its role and responsibility in cultivating next generation of leaders. At the University, Student Affairs advances this mission with the provision of high impact co-curricular programming to foster student learning and success. In support of this endeavor, Student Affairs has launched the *Excellence in Action* initiative to effectively prepare students for navigating the increasing complexities of our global society.

The initiative represents a comprehensive framework that provides students with focused, integrative, and active learning opportunities to support the development of the following core elements:

- **Dynamic Learning:** The intellectual exploration of existing and emerging knowledge through the use of critical thinking, creativity, innovation, and communication skills that develops life-long learners with the capacity to address real world problems.
- **Honor:** The fortitude, courage, and character to stand by personal and community principles. The willingness to sacrifice short-term personal gain for the good of long-term goals and the good of the community. Holding oneself to congruency between one's values and everyday actions and

interactions. Exemplifies ethics, integrity, fairness and respect for others.

- **Personal Responsibility:** The ownership of one's actions and commitments through ongoing reflection and engagement with others, in order to develop self-awareness, interpersonal development, wellness, and resiliency. The process allows one to achieve authenticity, balance, and a sense of purpose, which provides a path towards a congruent wholehearted life.
- **Community Engagement:** The commitment of an individual to develop cross-cultural perspectives. To actively engage in local and global communities as a result of sense of responsibility.

(UNC Student Affairs, 2013)

The initiative provides students with ongoing opportunities to develop personal and practical skills while developing insight into themselves and others. Specific competencies characterize each of the aforementioned elements. These core competencies include critical thinking, creativity and innovation, communication, ethics and integrity, fairness and respect for others, self-awareness, interpersonal development, wellness and resiliency, civic involvement, local and global citizenship, and cross-cultural perspectives. Locke, Shuford, and Murray (2013) highlight a number of studies as providing evidence of the significance of core competency development. For example, Binkley and colleagues (2010), Casner-Lotto and Barrington (2006), and Finegold and Notabartolo (2010) portray achievement of the core competencies as critical tools for participation in work and community environments in the 21st century. Studies illuminate relations between the competen-

“Although it is designed to be flexible and self-managed, it represents a systematic and holistic approach that looks at the totality of the student’s experience.”

cies, supporting constructs, and a variety of desired developmental outcomes. Social Responsibility is partially defined by Wellness within the *Excellence in Action* framework. Keyes (2005; 2007) has found significant associations between wellness and greater personal productivity, the likelihood of being able to cope with challenges, the ability to form and maintain close interpersonal relationships, and increased engagement in functional goal setting. Likewise, participation in co-curricular activities emphasizing civic involvement have been shown to improve communication skills, the ability to resolve conflict effectively, positive recognition of group and individual differences, and social and personal self-efficacy (Biddix, Somers, & Polman, 2009; Harringer & McMillan, 2007; Keen & Hall, 2009). A diverse and growing body of literature provides evidence of the core competencies as key supports to achievement during, and well beyond, the college years (Locke et al., 2013).

Excellence in Action empowers students to choose their own co-curricular path. It is an integrative approach to learning that begins with self-awareness and ends with core competency development. In addition to core competency development, the model helps students articulate the knowledge and skills they develop through participation in the co-curricular environment at Carolina. Although it is designed to be flexible and self-managed, it represents a systematic and holistic approach that looks at the totality of the student’s experience. The framework is congruent with the work of Barr and Tagg (1995) that calls for a shift from an In-

structional Paradigm to a Learning Paradigm. A Learning Paradigm necessitates institutional responsibility not only for quality instruction, but also for student learning. Furthermore, the research of the Multi-Institutional Study of Leadership (MSL), finds that students with low leadership self-efficacy or “one’s internal belief in the likelihood that that they will be successful when engaging in leadership” (p.16) may be unwilling to participate in leadership activities or further develop their skills (Dugan et al., 2013). Simply stated, when a student does not believe they have what it takes to be a successful leader, they are less likely to engage with programs and activities designed to enhance leadership development. To support increased engagement with leadership development programming, the initiative includes every department across the Division of Student Affairs, as well as partners across the University and broader community. Although departmental learning outcomes will be tailored to specific program offerings, students will have a variety of touch points within Student Affairs to support skill building, knowledge, and reflection needed to achieve the core competencies.

Excellence in Action offers a common language for the university and students. No matter where a student finds

“It is our intent that programs and services will function as a history of connected learning opportunities rather than a series of isolated activities.”

her or his niche: as a student employee, peer mentor or an orientation leader, *Excellence in Action* provides a common framework to define the Carolina experience and the diverse array of skills students develop during their tenure at the University. Working within this framework promotes a culture of success, builds knowledge

and skills, and enhances student leadership self-efficacy. Student Affairs at UNC is embracing a multi-pronged approach as they wrap up planning and move toward implementation of this complex endeavor. An appointed steering committee has begun to work with constituents to phase in components beginning with select pilot groups. Priorities for implementation include mapping current programs to the model and analyzing potential gaps in programming to support competency development. Additional priorities include developing a framework for a mentoring component, creating stronger academic collaborations, and articulating the assessment cycle. Assessment is a key element of *Excellence in Action*. Learning outcomes will be developed and assessed at the individual, departmental, and divisional levels. A student will not develop core competencies within the context of a single event or experience but holistically. As such, the assessment of learning outcomes is designed to build longitudinal, cumulative evidence to demonstrate student learning and success.

The success of this initiative is predicated on a shared sense of purpose and universality across Student Affairs and beyond. The process will require greater collaborations, seamless learning experiences, along with shared goals and outcomes across the organization. It

is our intent that programs and services will function as a history of connected learning opportunities rather than a series of isolated activities. Students should be able to make progress toward the achievement of the core competencies from each touch point they have within the organization, thus connecting learning from one program to the next. Over the next several years we look forward to tracking the progress of Carolina students and the impact of *Excellence in Action* on overall student development. 🏡

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LEARNING **HONOR** **RESPONSIBILITY** **ENGAGEMENT**

Excellence in Action
MY INTERESTS, MY CHOICES, MY STYLE... MY CAROLINA WAY

<p>Dynamic Learning</p> <p>The intellectual exploration of existing and emerging knowledge through the use of critical thinking, creativity, innovation, and communication skills that develops life-long learners with the capacity to address real world problems.</p> <p>CRITICAL THINKING CREATIVITY AND INNOVATION COMMUNICATION</p>	<p>Honor</p> <p>The fortitude, courage, and character to stand by personal and community principles. The willingness to sacrifice short term personal gain for the good of long term goals and the good of the community. Holding oneself to congruency between one's values and everyday actions and interactions. Exemplifies ethics, integrity, fairness and respect for others.</p> <p>ETHICS AND INTEGRITY FAIRNESS AND RESPECT FOR OTHERS</p>
<p>Personal Responsibility</p> <p>The ownership of one's actions and commitments through ongoing reflection and engagement with others, in order to develop self-awareness, interpersonal skills, wellness, and resiliency. This process allows one to achieve authenticity, balance, and a sense of purpose, which provides a path towards a congruent wholehearted life.</p> <p>SELF-AWARENESS INTERPERSONAL DEVELOPMENT WELLNESS AND RESILIENCY</p>	<p>Community Engagement</p> <p>The commitment of an individual to develop cross-cultural perspectives. To actively engage in local and global communities as a result of a sense of responsibility.</p> <p>CIVIC INVOLVEMENT LOCAL AND GLOBAL CITIZENSHIP CROSS-CULTURAL PERSPECTIVES</p>

Modified from the CAE Learning and Development Outcomes

Keen, C., & Hall, K. (2009). Engaging with Difference Matters: Longitudinal Student Outcomes of Co-Curricular Service-Learning Programs. *Journal of Higher Education*, 80(1), 59-79.

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Council for the Advancement for Standards in Higher Education (CAS), Leadership Program Standards

www.cas.edu/index.php/standards

Scholarship and Research Updates: Student Leadership Competencies

by *Brenda McKenzie*

Competencies are in use in many fields and have long played a role in leadership. The skills approach to leadership, for example, focuses on competencies such as problem-solving skills, social judgment skills, and knowledge (Northouse, 2010). The concept of student leadership competencies, however, is a newer area of focus for leadership educators in higher education. What are leadership competencies and how do they apply to our work?

WHAT ARE LEADERSHIP COMPETENCIES?

Leadership competencies have a variety of definitions, but a common component is the identification of key knowledge, skills, and abilities necessary to be a successful leader (Conger & Ready, 2004; Hollenbeck, McCall, & Silzer, 2006; Seemiller & Murray, 2013). Gorman and Johnson (2006) provide a comprehensive definition based on the work of McClelland that competencies are "...outcomes-relevant measures of knowledge, skill, abilities, and traits and/or motives..." (p. 13). Specifically related to work with college students, Seemiller and Murray (2013) define leadership competency as "...knowledge, value, ability (skill or motivation), and behavior that lead to the outcome of

effective leadership" (p. 35). Brill, Croft, Ogle, Holz, Smedick, Hicks, and Coats (2009) connect student leadership competencies to the premise that "...all student leaders should achieve certain learning outcomes..." (p. 22).

Given the common aspect of knowledge, skills, and abilities, how does the concept of competencies come into play? A common debate surrounding leadership is whether leaders are born or made. Do certain individuals possess a set of characteristics and qualities that contribute to their ability to lead? Does that mean others who do not possess those characteristics are incapable of leadership? McClelland (1973) addresses this issue when he attacks standardized intelligence testing, arguing that the testing movement perpetuates the myth that scores equate to success in life. In fact, "no attempt was

made to equate for opportunity to be successful occupationally and socially" (McClelland, 1973, p. 5). He argues for a move to assessing competency, to gauge ability and improvement on life skills rather than scores on a test designed to measure a specific ability to do well on that test. Competency testing analyzes performance and learning and growth. As McClelland (1973) shares, "If you want to know how well a person can drive a car...sample his ability to do so by giving him a driving test" (p. 7).

"Competencies should be examined to understand the influence feminine/masculine characteristics, Western views of leadership, and cultural values may have on their development."

OVERVIEW OF LEADERSHIP COMPETENCIES

The use of competencies has been discussed since the 1960's and 1970's (McClelland, 1973) and their use exploded in business in the 1990's. Competency models have typically fallen within human resource functions related to hiring and training. Even with this explosion, no one clear model or framework has been developed for determining competencies to use in leadership development (Gentry & Leslie, 2007). As Conger and Ready (2004) point out, organizations are developing competency models related to their specific needs. This highlights a challenge that has faced the use of competency models in the business realm – being organization-specific rather than comprehensive.

The concept of competencies in student leadership programs have existed for a number of years. The CAS Standards (2009) for Student Leadership Programs state "...that leadership programs 'must advance student competencies in the categories of a) foundations of leadership, b) personal development, c) interpersonal development, and d) the development of groups, organizations, and systems'" (Owen as cited in Komives, Dugan, Owen, Slack, & Wagner, 2011, p. 123). Identifying competencies can be a way of linking to institutional general education learning goals thus highlighting connections between leadership and learning (Komives et al, 2011). Additionally, Komives and Smedick (2012) highlight that the use of outcomes endorsed by professional associations and consortiums can help provide credibility and validity for our efforts (p. 78).

BENEFITS AND LIMITATIONS OF LEADERSHIP COMPETENCIES

Two camps of thought exist in relation to the use and success of leadership competencies. Conger and Ready (2004) highlight three benefits – clarity, consistency, and connectivity. The use of competencies helps set clear expectations about knowledge, skills, and abilities important for leaders to possess and presents a shared language and uniform measure (Conger & Ready, 2004; Seemiller & Murray, 2013). Silzer, in response to Hollenbeck and McCall, states that competencies are a "...general map to leadership effectiveness, providing alternate ways of reaching a destination...It is a guiding framework and not an end in itself..." (Hollenbeck, McCall, & Silzer, 2006, p. 403).

A number of limitations to the use of leadership competency models have also been identified. Boldan and Gosling (2006) argue that the use of competencies restricts "...the leadership role to observable, tangible measures..." which then neglects other dimensions (p. 148). Competencies can create a list of traits and abilities to pick from and may disallow for changing needs and situation-specific issues. Other limitations include the assumption of common capabilities no matter the individual or organization, competencies built around current realities, and that possession of a competency does not imply it will be used (Bolden & Gosling, 2006; Conger & Ready, 2006; Hollenbeck, McCall, & Sizler, 2006).

Specific to work with college students, Seemiller and Murray (2013) point out that "measuring knowledge through an exam or ability through a demonstration may be more feasible than attempting to measure someone's value or behavior for a particular dimension" (p. 41). In other words, it is difficult to measure values and behavior, a potential drawback for some identified leadership competencies.

In addition, the use of leadership competencies needs to consider the challenges women or students of color may face. As Eagly and Carli (2007) highlight "women are held to a higher standard of leadership competency than men" (p. 110). We should recognize that competence may not mean the same thing for men and women (Eagly & Carli, 2007) or within different cultures (Seemiller & Murray, 2013). Competencies should be examined to understand the influence feminine/masculine characteristics, Western views of leadership, and cultural values may have on their development.

STUDENT LEADERSHIP COMPETENCIES

In 2009, the National Association for Campus Activities (NACA) developed an assessment guide to "...measure the learning and development of students engaged in campus activities" (Brill et al, 2009, p. 21). The Student Competency Guide is a map (like Silzer's [2006] analogy) to guide student growth and development through their participation in activities/programming. Ten core competencies were identified: leadership development, event management, meaningful interpersonal relationships, collaboration, social responsibility, effective communication, realistic self-appraisal, multi-

cultural competency, intellectual growth, and clarified values. Desired learning and developmental outcomes were also identified for each competency (see <http://www.naca.org> for more information).

Seemiller and Murray (2013) have set the stage for the use of competencies in student leadership development/education, building upon the foundation established by the CAS Standards (2009). They examined the CAS Standards (2009), *Learning Reconsidered* (Day, Dungy, Fried, Komives, McDonald, & Salvador, 2004), contemporary leadership models (i.e. the Relational Leadership Model, the Social Change Model of Leadership), competencies valued by employers, and learning outcomes from academic programs and their corresponding accrediting organizations to develop a universal set of leadership competencies. Sixty-one competency areas in eight categories were developed: learning and reasoning, self-awareness and development, interpersonal interaction, group dynamics, civic responsibility, communication, strategic planning, and personal behavior (Seemiller & Murray, 2013, p. 37). Their findings "... shed light on the truly interdisciplinary nature of the need for leadership development" (p. 41).

APPLICATION TO THE WORK OF LEADERSHIP EDUCATORS

As McClelland (1973) discusses, the use of competencies allows for different approaches to achievement. Leaders develop in different ways, with different abilities. Connecting leadership programs and initiatives to competencies provides students the opportunity to create their own plan. Competency use can also provide a common language for a campus, a benefit suggested by Conger and Ready (2006).

As Seemiller and Murray (2013) outline, their research has implications for program development, program assessment, and development of strategic partnerships. The use of competencies in program development can lead to offering a wide array of experiences to develop a range of competencies (Seemiller & Murray, 2013).

The use of competencies lends itself to partnerships and to connecting students with other leadership development/education opportunities on campus. Their use does not imply they must be addressed by just one department. Seemiller and Murray's (2013) research proves this through their use of academic program and professional association outcomes from across a campus. Use of competencies can also show programming gaps which can help identify opportunities for partnership building and forming alliances.

As higher education has become more focused on student learning, departments are being asked to show their impact on learning outcomes through the use of assessment. The common language competencies establish allows for the same assessment question to be used across all programming to compare learning of a competency in different programs (Seemiller & Murray, 2013). Komives and Smedick (2012) highlight several other assessment methods including self-report surveys, reflection exercises, reflective writing, interviews, focus groups, and e-portfolios. This provides an opportunity for leadership educators to examine program outcomes, conduct longitudinal assessment with participants, and have individual conversations with students about application of their competencies.

CONCLUSION

We are just beginning to scratch the surface of the usefulness of student leadership competencies and their

"The use of competencies lends itself to partnerships and to connecting students with other leadership development/education opportunities on campus."

connection to student leadership learning outcomes. Having this common language can benefit program development, allow for competency achievement through different programs, and provide opportunities for collaboration and partnership. There are also limitations to consider, including the interaction between competence and situational factors, the focus on the individual, and the consideration of whether these competencies are influenced by masculine, Western views of leadership. Consider how the development and use of student leadership competencies could enhance your students' learning and your campus' impact of that learning. ■

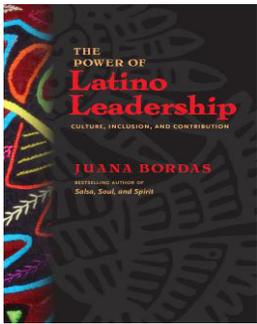
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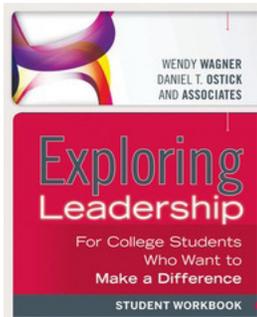
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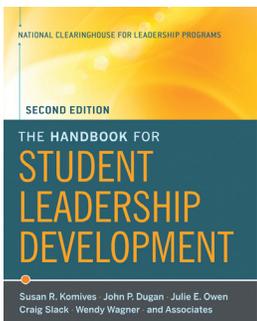
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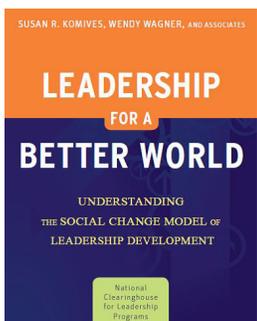
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UPCOMING EVENTS

2014 AASA National Conference on Education

February 13-15, 2014 | Washington, D.C.

The conference line up features the most influential education leaders in the United States — speakers who simply don't come to regional events. We pair these visionaries with the most successful practitioners — superintendents who have proven case studies to share — and the result is a unique platform to address the most critical topics facing public school educators. While in Nashville, you can visit with more than 200 companies committed to improving the K–12 space. The exhibit hall is an interactive and valuable resource that will leave you educated and energized. AASA's National Conference on Education is your premier destination to stay current with the news, ideas, and connections that help advance not only the profession, but also individual careers. So roll up your sleeves, dust off your cowboy boots, and come prepared to learn, network, share...and evolve your perspective on public education. Learn more at nce.aasa.org.

NASPA Annual Conference: Lead, Innovate, Transform

March 15-19, 2013 | Baltimore, MD

NASPA announces a fresh, innovative approach to the NASPA Annual Conference that will redefine and surpass expectations from any previous conference experience! The event is a four-day gathering of student affairs professionals who come together to learn, grow, and be inspired. Whether you're presenting or an active participant, the NASPA Annual Conference is the single best professional development and networking opportunity for you. Find out more at <http://conference2014.naspa.org>. Earlybird registration pricing goes until January 10, 2014.

2014 NASPA Undergraduate Conference

March 15-16, 2014 | Morgan State University

In this highly interactive two-day session, undergraduates students will have an opportunity to learn more about student affairs as a possible career choice and network with their future colleagues.

2014 NASPA International Symposium

March 15-16, 2014 | Baltimore, Maryland

The NASPA International Symposium has served as a marquee event held just prior to the NASPA annual conference for the last 19 years. The Symposium is designed to foster professional collaboration and exchange in the field of student affairs among international practitioners. It is an excellent opportunity for you, as an administrator, to enhance your knowledge and skills and to develop new global networks.

Power of One Conference

April 3-5, 2014 | Salt Lake Community College

This NASPA LGBTQA leadership conference invites students to educate and learn about intersecting identities while promoting social justice. We aim to create a respectful, open, and widely accessible environment in which participants will be challenged to apply the things they learn into their lives after they leave the conference. We hope to foster an understanding of difference that emphasizes discussion and social interaction, remembering that we are all at varying levels of knowledge and experience, and that those differences enhance our communities.

Association of Leadership Educators 2014 Annual Conference

July 13-16, 2014 | San Antonio, TX

The Association of Leadership Educators (ALE) invites you to join us at our annual professional conference in San Antonio. This year's conference theme, "Visions of Leadership - Reflecting on the Past, Focusing on the Future," emphasizes the dynamic nature of leadership education and the ALE. ALE recognizes that leadership education is about providing learners and practitioners with knowledge and skills for growth, change, and forward movement. This year we will focus on honoring our tradition while exploring future opportunities for leadership education. Participants will be invited to step outside of their comfort zone and participate in activities and sessions aimed at creating an exciting future full of opportunities and innovation for those we serve.

Please see our organization website for more information, including the 2014 Call for Proposals: www.leadershipeducators.org/NextConference. Please note that registration for the conference will be available in January of 2014.