ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners

• Advising and Helping
The Advising and Helping competency area addresses the knowledge, skills, and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.

• Assessment, Evaluation, and Research
The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.

• Equity, Diversity, and Inclusion
The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

• Ethical Professional Practice
The Ethical Professional Practice competency area pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one's work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

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

• Human and Organizational Resources
The Human and Organizational Resource competency area includes knowledge, skills, and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources.

• Law, Policy, and Governance
The Law, Policy, and Governance competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one's professional practice.

• Leadership
The Leadership competency area addresses the knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.

• Personal Foundations
The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.

• Student Development & Learning
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 practice, as well as understanding teaching and training theory and practice.

http://www.naspa.org/programs/prodev/Professional_Competencies.pdf
http://www2.myacpa.org/images/professional-development/docs/professionalcompetencies.pdf
http://www.sandiego.edu/studentaffairs/resources/sa_employee_development_comm.php

PERSONAL FOUNDATIONS

Description:
The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.

One should be able to:
Basic
- Identify key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities).
- Identify one's primary work responsibilities and, with appropriate, ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations.
- Describe the importance of one's professional and personal life to self, and recognize the intersection of each.
- Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity as it impacts one's work with others, and take responsibility to develop personal cultural skills by participating in activities that challenge one's beliefs.
- Recognize and articulate healthy habits for better living.
- Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements.
- Identify and describe personal and professional responsibilities inherent to excellence.
- Articulate meaningful goals for one's work.
- Identify positive and negative impacts on psychological wellness and, as appropriate, seek assistance from available resources.
- Recognize the importance of reflection in personal and professional development.

Intermediate
- Identify the present and future utility of key elements in one's set of personal beliefs and commitments.
- Recognize needs and opportunities for continued growth.
- Identify sources of dissonance and fulfillment in one's life and take appropriate steps in response.
- Recognize the impact between one's professional and personal lives, and develop plans to manage any related concerns.
- Articulate an understanding of others' attitudes, values, beliefs, assumptions, biases, and identity as they impact one's work.
- Identify and employ resources to improve one's own wellness.
- Analyze the impact one's health and wellness has on others, as well as one's and other's roles in creating mutual, positive relationships.
- Explain the process for executing responsibilities dutifully and thoughtfully.
- Define excellence for one's self and evaluate how one's sense of excellence impacts self and others.
- Bolster one's psychological resiliency, including participating in stress-management activities, engaging in personal or spiritual exploration, and building healthier relationships in and out of the workplace.
- Analyze personal experiences for potential deeper learning and growth, and engage with others in reflective discussions.

Advanced
- Refashion personal beliefs and commitments in a way that is true to one's own self while recognizing the contributions of important others (e.g., self, peers, family, or one or more larger communities).
- Attend not only to immediate areas of growth, but also those areas relating to one's anticipated career trajectory.
- Seek environments and collaborations that provide adequate challenge such that personal development is promoted, and provide sufficient support such that development is possible.
- Mediate incongruencies between one's professional life and one's personal life.
- Serve as a role model and mentor by sharing personal experiences and nurturing others' competency in this area, and assist colleagues in achieving work/life balance.
- Create and implement an individualized plan for healthy living.
- Exercise mutuality within relationships.
- Critique others' sense of excellence, taking measures to encourage and inspire exceptional work in self and others.
- Construct plans and systems to ensure excellence in self and others.
- Demonstrate awareness of the psychological wellness of others in the workplace, and seek to engage with colleagues in a way that supports such wellness.
- Transfer thoughtful reflection into positive future action.
- Design naturally occurring reflection processes within one's everyday work.