The Competency Guide for College Student Leaders from the National Association for Campus Activities

Evaluating the level of student leader development requires the identification of ideal performance characteristics that demonstrate learning and competence. This document has evolved as an accompanying piece to the Steps to Individual Excellence document that outlines professional performance for campus activities professionals. As with the Steps to Individual Excellence document, the Competency Guide for College Student Leaders was developed from competencies that are inherent in the purpose, development, and application of the CAS Standards and Guidelines that were found applicable to students.

The core competencies identified that are the basis for this document are: Leadership Development, Assessment and Evaluation, Event Management, Meaningful Interpersonal Relationships, Collaboration, Social Responsibility, Effective Communication, Multicultural Competency, Intellectual Growth, and Clarified Values. In the spirit of holistic development the following additional competencies are also identified: Enhanced Self Esteem, Realistic Self-Appraisal, Healthy Behavior and Satisfying Lifestyles, Interdependence, Spiritual Awareness, Personal and Educational Goals, and Career Choices.

Being a student leader on a college campus is a unique opportunity that provides a wide array of learning opportunities that not only enhance the collegiate experience but also will enhance life after college. This document serves as a learning map for student leaders as they grow and develop through participation in student organizations, community service, campus employment, grass roots activities, leadership positions, followership positions, mentoring relationships with campus activities advisors, etc. Connecting what they are learning in the classroom to their experiences outside the classroom is a vital aspect of student leader development.

Core Competencies
1. Leadership Development
2. Assessment and Evaluation
3. Event Management
4. Meaningful Interpersonal Relationships
5. Collaboration
6. Social Responsibility
7. Effective Communication
8. Multicultural Competency
9. Intellectual Growth
10. Clarified Values

Additional Competencies
11. Enhanced Self Esteem
12. Realistic self-appraisal
13. Healthy Behavior and Satisfying Lifestyles
14. Interdependence
15. Spiritual Awareness
16. Personal and Educational Goals
17. Career Choices
Leadership Development

Description:
Leadership involves a broad spectrum of skills and character qualities. Student leaders involved in campus activities must understand that their role is to be a positive change agent, to influence others and create a vision. Leadership is a process rather than a position. Leadership is relationship oriented and situational in nature.

Learning Outcomes:
A. Moves the organization toward the mission and strategic goals of the organization
B. Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group’s goals
C. Hold self and members accountable
D. Recognizes the ethical components of leadership
E. Develops an organization inclusive of teambuilding, collaboration and strategic planning
F. Encourages institutional pride and community building among student body
G. Displays the capability to influence others through non-traditional leadership roles
H. Serves in a leadership position in a student organization or community group

Suggested Initiatives:
A. Create a portfolio of involvement and leadership experiences during your collegiate career
B. Take leadership assessments (pre-test/post-test) and pursue goals appropriately
C. Seek out opportunities to read books on leadership and participate in training sessions
D. Review organization mission statement and set goals and strategies in accordance with mission
E. Learn about the different leadership styles
F. Seek out professional staff member as leadership mentor and meet with them frequently
G. Hold reflective sessions with organization adviser to discuss leadership issues such as group dynamics, progress on goal attainment and motivating volunteers
H. Learn how to recruit, retain and recognize team members

Key Questions:
A. What is your leadership style?
B. How have your leadership interests and styles changed over time?
C. What is/are your most meaningful leadership experience(s)? Why?
D. How might you expand your knowledge and understanding of leadership in your current leadership role?
E. How much time do you spend on communicating with and inspiring the organization’s stakeholders about the organizational mission and goals?
F. Do organizational members see you as authentic—a person with the ability to commit to something?

Resources from the NACA Digital Library:
Title: Leadership Style Survey
Subject: Leadership Style Survey
Published Date: July 2008
Author(s): NACA Student Government-East Institute
Title: SLS 4273 leadership
Subject: SLS 4273 leadership
Published Date: August 2008
Author(s): University of South Florida
Title: Social Change Model of Leadership Development - 7 Cs Handout
Assessment Questions:

Student Leader: Please rate yourself based on each of the statements below.

A. Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group’s goals

   Strongly Agree  Agree  Disagree  Strongly Disagree

B. Hold self and members accountable

   Strongly Agree  Agree  Disagree  Strongly Disagree

C. Develops an organization inclusive of teambuilding, collaboration and strategic planning

   Strongly Agree  Agree  Disagree  Strongly Disagree

D. Encourages institutional pride and community building among student body

   Strongly Agree  Agree  Disagree  Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Advisor: Please indicate your level of agreement with the above ratings.

Strongly Agree  Agree  Disagree  Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:
Assessment and Evaluation

Description:
Student leaders involved in campus activities should make knowledge-based decisions in regard to resources allocated for the campus programs planned and implemented by their organization. Leaders should possess the ability to effectively evaluate programs as well as assess their campus and community culture. Program evaluations will assure the continued improvement of campus activities and comprehensive assessment will allow campus activities offerings to meet the community development needs of the entire campus.

Learning Outcomes:
A. Ability to “map” or connect the mission or primary goals or functions of the organization to the activities and programs that the organization facilitates.
B. Ability to find the right assessment to measure the student needs and culture of the institution
C. Ability to design the right programs, as well as gather the right evidence to foster the intended learning outcomes.
D. Ability to measure organizational effectiveness through internal assessments (e.g. pre- and post-membership surveys, leadership & advisor feedback)
E. Ability to measure service and impact on student body (or appropriate constituency)

Suggested Initiatives:
A. Learn how to use quantitative assessment in efficient and meaningful ways (e.g. attendance tracking, likert scale surveys)
B. Learn how to use qualitative assessment in efficient and meaningful ways (e.g. focus groups, interviews)
C. Learn how to effectively use benchmarking and best practice information in efficient and meaningful ways (e.g. conference networking)

Key Questions:
A. What do you know about the organization or program? And, what do I need to know?
B. Does my program or initiative relate to the organization mission?
C. What will the program do, achieve, accomplish (outcomes)? How can I measure it?
D. Who is the target audience of the outcomes (students, faculty, staff, community, other)?
E. How have you used benchmarking and best practices information as an assessment strategy?

Resource from the NACA Digital Library:
Title: Survey What?! Using Surveys and Assessments in Your Organization
Subject: Survey What?! Using Surveys and Assessments in Your Organization
Published Date: July 2008
Author(s): Barry S. McKinney -NACA Student Government-West Institute
Title: The Assessment Primer: Successful Implementation Strategies for Campus Activities
Subject: The basic fundamentals of assessment will be shared including best practices using focus groups, interviews, surveys, and learning outcomes.
Published Date: November 2008 - Northeast Regional Conference
Author(s): Dr. Bill Smedick

Assessment Questions:
Assessment and Evaluation: Please rate yourself based on each of the statements below.

A. Ability to “map” or connect the mission or primary goals or functions of the organization to the activities and programs that the organization facilitates.

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B. Ability to design the right programs, as well as gather the right evidence to foster the intended learning outcomes.

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C. Ability to measure organizational effectiveness through internal assessments (e.g. pre- and post-membership surveys, leadership & advisor feedback)

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D. Ability to measure service and impact on student body (or appropriate constituency)

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Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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What is the reason for your level of agreement?
Event Management

Description:
Student leaders engaged in campus activities have a unique opportunity to learn and practice effective event management. Student leaders should strive toward understanding the appropriate steps and issues involved in event planning and management. Some of the most transferable skills are developed and honed in this area such as contract negotiation, program planning and event promotion.

Learning Outcomes:
A. Understands and practices the steps of effective programming
B. Utilizes personnel and financial resources appropriately
C. Engages others in program planning through communication
D. Implements appropriate risk management strategies
E. Delegates tasks and holds committee members accountable
F. Negotiates contract adhering to college/university policies and practices
G. Manages program development, implementation and evaluation in an organized manner

Suggested Initiatives:
A. Participate in program board training initiatives
B. Attend and participate in educational opportunities, including NACA Risk Management Institute
C. Read literature related to campus programming, including NACA Programming Magazine and the Risk-Management Reader for Campus Activities Professionals
D. Practice program development and implementation
E. Meet with adviser to reflect on programming initiatives
F. Participate in case studies with discussion (risk assessment and planning)

Key Questions:
A. What does it require to develop and implement a program from beginning to end?
B. How can team members be utilized to effectively develop and implement a program from beginning to end?
C. What guidelines (e.g. financial and human resources, university policies) should be considered when developing and implementing a program?
D. What are the distinguishing characteristics of this program that will attract students to attend?

Resources from the NACA Digital Library:
Assessment Questions:

Event Management: Please rate yourself based on each of the statements below.

A. Utilizes personnel and financial resources appropriately

   Strongly Agree    Agree    Disagree    Strongly Disagree

B. Implements appropriate risk management strategies

   Strongly Agree    Agree    Disagree    Strongly Disagree

C. Negotiates contract adhering to college/university policies and practices

   Strongly Agree    Agree    Disagree    Strongly Disagree

D. Manages program development, implementation and evaluation in an organized manner

   Strongly Agree    Agree    Disagree    Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Advisor: Please indicate your level of agreement with the above ratings.

   Strongly Agree    Agree    Disagree    Strongly Disagree

What is the reason for your level of agreement?
Meaningful Interpersonal Relationships

Description:
Establishing meaningful interpersonal relationships are critical for successful leadership in campus activities. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. The work of campus activities is often supported by several on and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.

Learning Outcomes:
A. Establishes mutually trustworthy and rewarding relationships with students, faculty and staff members, friends, and colleagues
B. Listens to and reflects upon others’ points of view
C. Treats others with respect; gives value by actively demonstrating that oneself and others matter
D. Develops and maintains satisfying interpersonal relationships that support and clarify personal values, goals and interests

Suggested Initiatives:
A. Utilize feedback from others
B. Utilize groups for reflection about behaviors that impede or enhance the achievement of individual and group goals
C. Identify a mentor and meets monthly with him/her
D. Take a personal development assessment/inventory
E. Practice controversy with civility
F. Seek out relationships with others that are positive
G. Participate in a workshop on meeting people – “What do you say after hello”

Key Questions:
A. What does it mean to develop and maintain a satisfying interpersonal relationship? What does it require for each party involved?
B. What are the specific benefits of meaningful interpersonal relationships?
C. What are some conflict resolution skills that might strengthen interpersonal relationships? What are some behaviors associated with conflict that might impede positive interpersonal relationships?
D. What is the role of the leader in helping members of an organization trust each other?

Resources from the NACA Digital Library:
Title: Relationships: The Key Ingredient to Extraordinary Leadership
Extraordinary leadership is outside or beyond the usual ranking or order. What practices describe this kind of leadership? Leaders who resist the temptation to play a traditional hierarchical leadership game are by definition extraordinary...
Published Date: September 2000
Author(s): Jan Arminio, PhD

Assessment Questions:
Meaningful Interpersonal Relationships: Please rate yourself based on each of the statements below.

A. Establishes mutually trustworthy and rewarding relationships with students, faculty and staff members, friends, and colleagues
   Strongly Agree    Agree    Disagree    Strongly Disagree
B. Listens to and reflects upon others’ points of view
   Strongly Agree    Agree    Disagree    Strongly Disagree
C. Treats others with respect; gives value by actively demonstrating that oneself and others matter
   Strongly Agree    Agree    Disagree    Strongly Disagree
D. Develops and maintains satisfying interpersonal relationships that support and clarify personal values, goals and interests
   Strongly Agree    Agree    Disagree    Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Strongly Agree  Agree  Disagree  Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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Collaboration

Description:
Collaboration involves seeking the involvement of others and working well with people. Student leaders should actively contribute to the achievement of a group goal. They would seek feedback from others and exhibit growth in their skills as a result of working collaboratively.

Learning Outcomes:
A. Works cooperatively with others, seeking their involvement and feedback
B. Utilizes delegation as a means to involve group members
C. Creates formal and informal networks with other student leaders to build awareness of the issues facing their organizations
D. Promotes and conducts joint programs between organizations

Suggested Initiatives:
A. Develop awareness of the mission and goals of other organizations in order to find opportunities for collaboration
B. Participate in a workshop about how to collaborate in program development
C. Actively recruit, encourage and recognize the involvement and contribution of others
D. Practice mediation and compromise skills effectively in any situation
E. Consult regularly with peers and advisors on major decisions

Key Questions:
A) What does collaboration require for each party involved?
B) What are specific benefits of collaboration?
C) How are the similarities and differences between teamwork and collaboration?
D) What are some ways that collaboration might serve as a useful leadership tool?
E) What are the similarities and differences between collaboration and cooperation?

**Resources from the NACA Digital Library:**

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<tr>
<th>Title:</th>
<th>Collaboration Contract</th>
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<tbody>
<tr>
<td>Subject:</td>
<td>Collaboration Contract</td>
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<tr>
<td>Published Date:</td>
<td>August 2008</td>
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<tr>
<td>Author(s):</td>
<td>Worcester Polytechnic</td>
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<td>Title:</td>
<td>Partners in Programming: Developing a Network on Your Campus</td>
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<td>Subject:</td>
<td>Our world has become more interconnected, and campus programming boards must learn to connect with others on campus in order to remain effective and accountable organizations. Networking with others creates a system of mutually beneficial...</td>
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<tr>
<td>Published Date:</td>
<td>May 2000</td>
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<tr>
<td>Author(s):</td>
<td>Janet E. Anderson, PhD</td>
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**Assessment Questions:**

**Collaboration: Please rate yourself based on each of the statements below.**

A. Works cooperatively with others, seeking their involvement and feedback
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

B. Utilizes delegation as a means to involve group members
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

C. Creates formal and informal networks with other student leaders to build awareness of the issues facing their organizations
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

D. Promotes and conducts joint programs between organizations
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)
Advisor: Please indicate your level of agreement with the above ratings.

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What is the reason for your level of agreement?

Additional Comments/Recommended Actions:

Social Responsibility

Description:
Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behaviors should match the values of the organization and institution leaders represent.

Learning Outcomes:
A. Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups
B. Participates in service/volunteer activities and understands the importance of civic engagement
C. Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms

Suggested Initiatives:
A. Encourage self and others to make decisions that are unpopular if they are the "right" things to do
B. Demonstrate behavior consistent with campus policies as well as local, state and federal laws.
C. Incorporate service/volunteerism into organizations and events
D. Encourage the development of campus based awareness weeks highlighting socially responsible initiatives, for example: alcohol awareness, sustainability, sexual assault, etc.
E. Review the student code of conduct
F. Participate in community governance initiatives
G. Help students realize their role in governance

**Key Questions:**
A. What does civility mean?
B. What are ways to model socially responsible behavior?
C. What are the principles that enable us to lead with the interests of others foremost in mind?
D. How might inclusive leadership support the notion of social responsibility?
E. What role can student organizations play in supporting democratic principles and social responsibility?
F. How has participating in service/volunteer activities influenced your definition of civic involvement?
G. In what way(s) do you serve as a role model for other students?
H. Describe a time when you had to make an “unpopular decision”. How was that challenging?

**Resources from the NACA Digital Library:**
Title: **Beyond the Checklist: Lessons in Planning with an Eye on Risk Management**
For many campus programmers, event planning eventually comes down to the everdependable checklist. It is the list of to-do’s we use repeatedly to cover all the bases for our activities. It is the list that, when completed, we feel assures us a...

Published Date: Jan-Feb 2008
Author(s): David Hagerbaumer

**Assessment Questions:**
Social Responsibility: Please rate yourself based on each of the statements below.

A. Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups

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B. Participates in service/volunteer activities and understands the importance of civic engagement

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C. Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms

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Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)
Effective Communication

**Description:**
Effective communication is a core competency needed by student leaders to ensure organizational achievement of goals. When communication is a focal point of student learning individuals will personally benefit and organizations will be run more efficiently.

**Learning Outcomes:**
- A. Conveys messages and influence others through writing, speaking, or non-verbal expression
- B. Develops and facilitates thoughtful presentations
- C. Works in teams and in multicultural settings
- D. Illustrates the effective use of listening skills
- E. Writes clearly, concisely, and to the point
**Suggested Initiatives:**
A. Reflects on written material with adviser/mentor to ensure that it is clear and concise
B. Seeks out learning opportunities such as curricular Speech Communication class and/or co-curricular communication workshops/seminars
C. Effectively facilitates workshops and/or training sessions
D. Paraphrases to facilitate conversation and dialogue demonstrating active listening
E. Seek opportunities to serve as a student representative on college/university committees and advisory boards that would have a mixed representation of students, staff and faculty to practice communication skills with different audiences

**Key Questions:**
A. What are specific benefits of effective communication?
B. What are some barriers to effective communication?
C. What are your communication tendencies? How do these qualities impact your work with others?
D. What are some goals you have for improving/enhancing your communication skills?

**Resources from the NACA Digital Library:**
- **Title:** Managing Controversy with Civility
  - **Subject:** Managing Controversy with Civility
  - **Published Date:** July 2008
  - **Author(s):** NACA Student Government-East Institute

- **Title:** Presenting Effectively
  - **Subject:** Part 1 - Tips for Presenting and Public Speaking Part 2 - Tips for Presenting with PowerPoint
  - **Published Date:** September 2008
  - **Author(s):** NACA

**Assessment Questions:**
Effective Communication: Please rate yourself based on each of the statements below.

A. Conveys messages and influence others through writing, speaking, or non-verbal expression

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B. Develops and facilitates thoughtful presentations

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C. Works in teams and in multicultural settings

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D. Illustrates the effective use of listening skills

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What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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Multicultural Competency

*Description:*
Multicultural competency is developed through celebration of diverse cultures, advocacy for the needs and identities of all members within the community, recognition of the diverse communities within the campus community and beyond, education and awareness of the concerns of those diverse communities, and support of the ongoing inclusion, understanding and dignity of all members within and beyond the campus community. Being able to understand one’s own identity, as well as recognizing the similarities and differences of others, will equip students to serve and lead as citizens in a global society.

*Learning Outcomes:*
A. Recognizes and understands one’s own identity, privilege and culture
B. Recognizes the contributions diversity brings to their own campus and society
C. Seeks involvement with people different from oneself
D. Advocates equality and inclusiveness
E. Positively impacts others’ perspective on diversity

**Suggested Initiatives:**
A. Assess programming calendar to see if it meets the needs of a diverse community
B. Attend multicultural workshops and other events
C. Initiate a co-sponsorship with a cultural group on campus
D. Cultivate relationships with others different than one’s self
E. Enroll in an academic course on diverse populations and communities: i.e. African American Studies, International Studies, Women in Society
F. Recruit and select student organization members from a diverse pool

**Key Questions:**
A. What are the specific benefits of multicultural competency?
B. What are the specific benefits of working in diverse groups?
C. What are the specific challenges of working in diverse groups? How can those challenges be remedied?
D. What steps are you taking toward becoming more culturally competent?
E. What role can student organizations play in providing a welcoming and inclusive community?

**Resources from the NACA Digital Library:**
- **Title:** Exploring Leadership Styles - True Colors
  - **Subject:** Exploring Leadership Styles - True Colors
  - **Published Date:** July 2008
  - **Author(s):** NACA Student Government-West Institute
- **Title:** Cross Cultural Leadership
  - **Subject:** Cross Cultural Leadership
  - **Published Date:** July 2008
  - **Author(s):** NACA Student Government-East Institute
- **Title:** Understanding Racial Identity Development through Intergroup Dialogue
  - **Subject:** Today’s college students are interacting in a meaningful way with more cultures and ethnicities than ever before (Raines, 2002). Therefore, creating environments that support multicultural understanding is a critical responsibility for contemporary...
  - **Published Date:** September 2006
  - **Author(s):** Kristen Deaton

**Assessment Questions:**
**Multicultural Competency: Please rate yourself based on each of the statements below.**

A. Recognizes the contributions diversity brings to their own campus and society
   - Strongly Agree  Agree  Disagree  Strongly Disagree

B. Seeks involvement with people different from oneself
   - Strongly Agree  Agree  Disagree  Strongly Disagree
C. Advocates equality and inclusiveness

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D. Positively impacts others’ perspective on diversity

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What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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Intellectual Growth

*Description:*

Intellectual Growth is central to the mission of higher education and must be a focus in all endeavors inside and outside the classroom. Campus Activities offers a fertile practice field for intellectual development when student leaders and programmers engage in critical thinking, problem solving and decision making. Student leaders should be cognizant of this learning opportunity and apply knowledge learned to enhance organizational goals and personal development.
**Learning Outcomes:**
A. Applies previously understood information and concepts to a new situation or setting
B. Produces personal and educational goal statements
C. Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion
D. Makes connections between campus involvement and curricular studies

**Suggested Initiatives:**
A. Facilitate workshops by carefully thinking through and planning the content of the program
B. Make decisions by analyzing qualitative and quantitative data
C. Solve problems by looking at all sides of a situation
D. Read relevant literature
E. Conduct web research on topics of interest to organizational success
F. Utilize case studies designed to encourage use of several leadership concepts and values
G. Seek out reflective conversations with faculty applying learned concepts to organizational leadership
H. Utilize a journal

**Key Questions:**
A. In what ways can what is learned outside of the classroom be applied within the classroom?
B. In what ways can what is learned inside of the classroom be applied to outside of the classroom activities?
C. What are the specific benefits of applying classroom learning in outside of classroom activities?
D. How do you challenge yourself to learn beyond what you already know?
E. How can you help someone else learn about themselves in a new and different way?

**Resources from the NACA Digital Library:**
**Title:** Creative Problem Solving  
**Subject:** Creative Problem Solving  
**Published Date:** July 2008  
**Author(s):** NACA Student Government-West Institute  
**Title:** Ethics, Morals and Decision Making Scenarios  
**Subject:** Ethics, Morals and Decision Making Scenarios  
**Published Date:** July 2008  
**Author(s):** NACA Student Government-West Institute

**Assessment Questions:**
Intellectual Growth: Please rate yourself based on each of the statements below.

A. Applies previously understood information and concepts to a new situation or setting

Strongly Agree    Agree    Disagree    Strongly Disagree
B. Produces personal and educational goal statements

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<tr>
<th>Strongly Agree</th>
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<th>Disagree</th>
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C. Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion

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<th>Strongly Agree</th>
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<th>Disagree</th>
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D. Makes connections between campus involvement and curricular studies

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<tr>
<th>Strongly Agree</th>
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<th>Disagree</th>
<th>Strongly Disagree</th>
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Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Advisor: Please indicate your level of agreement with the above ratings.

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What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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Clarified Values

**Description:**
Understanding personal and organizational values play a significant role in achieving effective leadership in Campus Activities. Clarified values offer the leader a compass to navigate through a variety of
leadership situations and challenges. Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness.

**Learning Outcomes:**

A. Articulates personal and organizational values and how they are congruent with the mission of the institution
B. Demonstrates willingness to scrutinize personal beliefs and values
C. Identifies personal, work, and lifestyle values and explains how they influence decision-making
D. Understands how culture influences one’s own values
E. Acts and makes decisions in congruence with personal values and the mission of the institution

**Suggested Initiatives:**

A. Analyze case studies that lead to clarifying personal and group values
B. Utilize reflection by recording values and how values guide him/her in a journal
C. Seek out conversations on values with Leadership Coach, Mentor or Adviser
D. Engage in diversity dialogues/honest conversations on difference
E. Attend opportunities that assist in defining/clarifying values
F. Participate in community service, civic engagement, service learning and/or social justice activities

**Key Questions:**

A. In what ways are values clarified or challenged through campus involvement?
B. Do you have a role model or mentor? What is it about him/her you admire?
C. How has participation in community service, civil engagement, service learning and/or social justice activities influenced/clarified your values?
D. How do we know what someone values? Or what a group values?
E. What are the specific benefits of campus involvement in clarifying values?

**Resources from the NACA Digital Library:**

**Title:** Careers In Student Affairs 101: How to Do What You Love in Life

It is often challenging to consider what you want to do with the rest of your life, but it can often help to consider your values. If you are drawn to the opportunity to work with college students every day, make a difference, enhance student...

**Published Date:** Jan-Feb 2007

**Author(s):** Jamie L. H. Brown; Sarah Marshall, PhD

**Title:** Ethics, Morals, and Decision Making

**Subject:** Ethics, Morals, and Decision Making

**Published Date:** July 2008

**Author(s):** NACA Student Government-West Institute

**Assessment Questions:**

Clarified Values: Please rate yourself based on each of the statements below.
A. Demonstrates willingness to scrutinize personal beliefs and values

Strongly Agree  Agree  Disagree  Strongly Disagree

B. Identifies personal, work, and lifestyle values and explains how they influence decision-making

Strongly Agree  Agree  Disagree  Strongly Disagree

C. Understands how culture influences one’s own values

Strongly Agree  Agree  Disagree  Strongly Disagree

D. Acts and makes decisions in congruence with personal values and the mission of the institution

Strongly Agree  Agree  Disagree  Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Advisor: Please indicate your level of agreement with the above ratings.

Strongly Agree  Agree  Disagree  Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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Enhanced Self Esteem
**Description:**
A meaningful outcome of student leadership is confidence in one's abilities. Students engaged in campus activities have a unique opportunity to practice a variety of skills and competencies resulting in enhanced self-esteem.

**Learning Outcomes:**
A. Functions without need for constant reassurance from others
B. Initiates actions toward achievement of goals
C. Shows self respect and respect for others
D. Takes reasonable risks

**Suggested Initiatives:**
A. Set goals and reward self for goal accomplishment
B. Establish and maintain good organizational relationships
C. Practice integrity—Do what you value
D. Highlight accomplishments in leader journal
E. Discuss balance with mentor or adviser

**Key Questions:**
A. How has your involvement influenced your self esteem?
B. Why is personal balance important in college? How will this influence your future life patterns?
C. What aspects of your life are less than whole, complete, or consistent?
D. What are your best intentions? How can you begin to bridge the gap between these and your last worst act?
E. How would your daily actions be different if you were carrying a business card that stated, “I'm committed to being a person of integrity?”

**Resources from the NACA Digital Library:**

- **Title:** Being Accountability Partners: A Fun and Successful Way to Pursue Health and Wellness
- **Subject:** From our experience, student leaders and student affairs professionals tend to be those who are “givers.” What we mean by this is that they feel validated by helping others and seeing others succeed. Often when asked what their greatest accomplishment...
- **Published Date:** March 2007
- **Author(s):** Stephanie Russell Holz; Casey Stevens

- **Title:** Personal Goal Setting Action Plan
- **Subject:**
- **Published Date:** July 2008
- **Author(s):** NACA Student Government-East Institute
Assessment Questions:

Enhanced Self Esteem: Please rate yourself based on each of the statements below.

A. Functions without need for constant reassurance from others
   
   Strongly Agree  Agree  Disagree  Strongly Disagree

B. Initiates actions toward achievement of goals
   
   Strongly Agree  Agree  Disagree  Strongly Disagree

C. Shows self respect and respect for others
   
   Strongly Agree  Agree  Disagree  Strongly Disagree

D. Takes reasonable risks
   
   Strongly Agree  Agree  Disagree  Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Advisor: Please indicate your level of agreement with the above ratings.

Strongly Agree  Agree  Disagree  Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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____________________________________________________________________
Realistic Self-Appraisal

**Description:**
The use of reflection and assessment measures to better understand one's self promote student learning. Realistic self-appraisal enhances what student leaders know about themselves, where work is needed, and areas of accomplishment. Student leaders can utilize this knowledge to effectively share their skills and competencies while seeking opportunities to enhance weaknesses.

**Learning Outcomes:**
A. Acknowledges and articulates personal skills, abilities and challenges  
B. Articulates rationale for personal behavior  
C. Learns from past experiences  
D. Open to feedback from others  
E. Seeks to improve areas of challenges and makes them opportunities  
F. Acts in a consistent manner based on self-identified purpose and values

**Suggested Initiatives:**
A. Seek and consider feedback from others (here is the feedback I received and this is what I did with it)  
B. Critique and subsequently learn from past experiences (story telling of mistakes and lessons learned)  
C. Complete 360 evaluation  
D. Complete pre-test/post-test Assessment  
E. Utilize a journal  
F. Engage in reflective conversations with Mentor, Leadership Coach, Adviser and Peers

**Key Questions:**
A. What types of feedback have you received from others? How have you used this feedback?  
B. What goals have you set for yourself based on that feedback?  
C. Why is feedback an important learning tool?

**Resources from the NACA Digital Library:**
**Title:** 360 degree evaluation for the Steps to Individual Excellence as a Campus Activities Professional  
**Subject:** 360 degree evaluation for the Steps to Individual Excellence as a Campus Activities Professional  
**Published Date:** 2007  
**Author(s):** NACA Education Advisory Group  
**Title:** Leadership Style Survey  
**Subject:** Leadership Style Survey  
**Published Date:** July 2008  
**Author(s):** NACA Student Government-East Institute
Assessment Questions:
Realistic Self Appraisal: Please rate yourself based on each of the statements below.

A. Acknowledges and articulates personal skills, abilities and challenges
   
   Strongly Agree  Agree  Disagree  Strongly Disagree

B. Learns from past experiences
   
   Strongly Agree  Agree  Disagree  Strongly Disagree

C. Open to feedback from others
   
   Strongly Agree  Agree  Disagree  Strongly Disagree

D. Seeks to improve areas of challenges and makes them opportunities
   
   Strongly Agree  Agree  Disagree  Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Advisor: Please indicate your level of agreement with the above ratings.

Strongly Agree  Agree  Disagree  Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:
Healthy Behavior and Satisfying Lifestyles

**Description:**
Establishing healthy lifestyle habits while in college translates into healthy lifestyle habits after college. Balancing time between school, work, leisure, recreation, and family will help student leaders stay emotionally, physically, and spiritually grounded.

**Learning Outcomes:**
- A. Achieves balance between education, work, and unstructured free time
- B. Articulates and meets goals for work, leisure, and education
- C. Maintains a healthy physique
- D. Articulates the relationship between health and wellness and accomplishing life-long goals
- E. Chooses behaviors and environments that promote health and reduce risk

**Suggested Initiatives:**
- A. Adhere to a healthy diet and develop a schedule of exercise and sleep
- B. Attend to mental and emotional states by recognizing signs of stress within one’s self
- C. Recognize the need to establish a personal schedule that outlines academic, personal and social goals
- D. Effectively manage time and priorities on a daily basis through the use of a Personal Planner
- E. Participate in intramurals & recreation programs regularly
- F. Respect campus policies: sound policy, vandalism (common damage), alcohol policy
- G. Facilitate a discussion among peers on what it means to have a healthy community

**Key Questions:**
- A. Why is maintaining a healthy lifestyle important?
- B. What strategies do you use to stay healthy and balanced?
- C. How do you manage your time and set priorities?
- D. How do your priorities influence your lifestyle?

**Resources from the NACA Digital Library:**
**Title:** The Tao of Wellness
For student activities professionals, the demands of our job can take a toll on us on all levels. How do we balance it all? For example, many of us work long hours, coordinate and attend events and programs, attend countless meetings, manage...
**Subject:**
**Published Date:** March 2007
**Author(s):** Chris George
Assessment Questions:
Healthy Behavior & Satisfying Lifestyles: Please rate yourself based on each of the statements below.

A. Achieves balance between education, work, and unstructured free time
   Strongly Agree    Agree    Disagree    Strongly Disagree

B. Articulates and meets goals for work, leisure, and education
   Strongly Agree    Agree    Disagree    Strongly Disagree

C. Maintains a healthy physique
   Strongly Agree    Agree    Disagree    Strongly Disagree

D. Chooses behaviors and environments that promote health and reduce risk
   Strongly Agree    Agree    Disagree    Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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_____________________________________________________________________

Advisor: Please indicate your level of agreement with the above ratings.

Strongly Agree    Agree    Disagree    Strongly Disagree

What is the reason for your level of agreement?

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Interdependence

Description:
Student leaders need to develop and maintain mutually satisfying relationships. They will understand the need to establish relationships with others toward the achievement of group goals. This is displayed through listening and considering others’ point of view and treating others with respect.

Learning Outcomes:
A. Accepts supervision and direction as needed
B. Accepts and completes responsibilities in a timely manner
C. Exhibits self-reliant behaviors
D. Recognizes the values and contributions of others
E. Explores creative solutions

Suggested Initiatives:
A. Engage in self-assessment & evaluation
B. Participate in a workshop on setting appropriate priorities
C. Engage in self-assessment & evaluation,
D. Attend workshops on group dynamics, ethical decision-making, leadership styles, etc.
E. Participate in workshops on decision making and problem solving

Key Questions:
A. How do you recognize the values and contributions of others?
B. How do satisfying relationships influence the achievement of group goals?
C. What do you do to show others that you are trustworthy?
D. What behaviors might you exhibit to strengthen a person’s respect for you?

Resources from the NACA Digital Library:
Title: Coming Together: Team Building for Concert Committees
Traditional teambuilding exercises and training are not a viable option for this team, as retreats and ropes courses are just not practical in this instance. But intentional teamwork can be achieved through the training of the concert committee...

Subject: Advising Student Organizations: Strategies for Establishing and Maintaining Successful Advisor/Student Relationships

Sometimes we may feel that the challenges and obstacles we face as student organization advisors outweigh the benefits and rewards. Many advisors can become overwhelmed and frustrated while working with students and student groups....

Published Date: September 2006
Author(s): Judith Cooper

Assessment Questions:
Interdependence: Please rate yourself based on each of the statements below.

A. Accepts supervision and direction as needed
   Strongly Agree       Agree       Disagree       Strongly Disagree

B. Accepts and completes responsibilities in a timely manner
   Strongly Agree       Agree       Disagree       Strongly Disagree

C. Recognizes the values and contributions of others
   Strongly Agree       Agree       Disagree       Strongly Disagree

D. Explores creative solutions
   Strongly Agree       Agree       Disagree       Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

Advisor: Please indicate your level of agreement with the above ratings.

Strongly Agree       Agree       Disagree       Strongly Disagree
What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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Spiritual Awareness

Description:
Personal growth and development of students is enhanced by the recognition of spirituality as an integral component of holistic development. Being able to understand one’s own belief systems and the belief systems of others will allow student leaders to better relate to others and deepen their own personal self-awareness.

Learning Outcomes:
A. Understands and is able to articulate one’s own personal belief system
B. Seeks opportunities to understand the belief systems of others
C. Recognizes spirituality as a component to a holistic approach to personal growth & development
D. Understands roles of spirituality in personal and group values and behaviors
E. Functions on the basis of personal identity, ethical, spiritual, and moral values

Suggested Initiatives:
A. Attend worship services and events to strengthen faith
B. Engage in dialogue with people of different faiths
C. Participate in workshops and courses on such topics as work-life balance, holistic approach to development, religion, philosophy, character and values
D. Explore issues of purpose, meaning, faith and connectedness to others
E. Implement programs that explore issues of purpose, meaning, faith and connectedness to others

Key Questions:
A. Describe your own personal belief system?
B. How does your personal belief system influence your behavior?
C. In what ways have you sought out opportunities to learn about the belief systems of others?
**Resources from the NACA Digital Library:**

**Title:** Piggy-Back Rides and Pick-Up Basketball Games: Reflections on the Impact of International Service Trips

For decades, higher education experts have been encouraging college and university leaders to take action and address society's increasing problems and growing community needs. Since the early 1980s, an increasing interest in service has reflected...

**Published Date:** March 2007

**Author(s):** Catherine Schwenkler; Drew Stilljes

**Title:** Teetering Towards Success... How Do You Balance?

Whether we like it or not, wellness is a part of our daily lives. It is what we make of it that will have the greatest impact on our attitudes, health and life-long well-being. Balancing a healthy lifestyle with a professional...

**Published Date:** March 2007

**Author(s):** Ronnie Houchin; Jennifer Rybski

**Assessment Questions:**

**Spiritual Awareness:** Please rate yourself based on each of the statements below.

A. Seeks opportunities to understand the belief systems of others

   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

B. Recognizes spirituality as a component to a holistic approach to personal growth & development

   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

C. Understands roles of spirituality in personal and group values and behaviors

   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

D. Functions on the basis of personal identity, ethical, spiritual, and moral values

   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Advisor: Please indicate your level of agreement with the above ratings.
Personal and Educational Goals

Description:
Being able to articulate personal and education goals and monitoring progress towards these goals will help students be adequately prepared for life after college. Being able to connect what they are learning in the classroom to their out of the classroom activities/organizations/experiences will enhance their development.

Learning Outcomes:
A. Sets, articulates, and pursues individual and educational goals and objectives
B. Uses personal and educational goals to guide decisions
C. Acknowledges the effect of one’s personal and educational goals on others
D. Overcomes obstacles that hamper goal achievement

Suggested Initiatives:
A. Participate in workshops on Goal Setting, Vision and Strategic Planning, etc.
B. Develop a Personal Mission Statement
C. Set personal and educational goals twice a year and review them with a mentor and/or adviser
D. Consider others’ perspectives when making decisions
E. Meet with Career Center professionals to discuss career choices
F. Conduct informational interviews/site visits with potential employers and/or graduate schools

Key Questions:
A. What are your individual and educational goals and objectives?
B. How do you use your individual and educational goals and objectives to set your priorities?
C. How can conducting informational interviews be beneficial toward the pursuit of your educational goals and objectives?
D. How are your values related to your individual and educational goals?

Resources from the NACA Digital Library:
Title: Personal Goal Setting Action Plan
Subject: Personal Goal Setting Action Plan
Published Date: July 2008
Author(s): NACA Student Government-East Institute

Title: Making a Good First Impression: Scoring High in the Student Interview Process
Subject: Universities have long been the training ground for young adults entering into what we call “the real word.” Interviews for positions in student organizations are not only good experience, but good practice, for entry into that next phase of...
Published Date: May 2008
Author(s): Charlie Hueber; Stephen F. Austin

Assessment Questions:
Personal and Educational Goals: Please rate yourself based on each of the statements below.

A. Sets, articulates, and pursues individual and educational goals and objectives

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

B. Uses personal and educational goals to guide decisions

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

C. Acknowledges the effect of one’s personal and educational goals on others

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

D. Overcomes obstacles that hamper goal achievement

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)
Advisor: Please indicate your level of agreement with the above ratings.

Strongly Agree    Agree    Disagree    Strongly Disagree

What is the reason for your level of agreement?

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Additional Comments/Recommended Actions:

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Career Choices

Description:
Student leadership can play a significant role toward enhancing opportunities following the undergraduate experience. Student leaders should consider early and frequently educational and position requirements for the work they hope to do upon completion of their formal education. Timely consideration and reflection will allow the student to utilize campus leadership opportunities to hone the skills and competencies necessary for their career choice.

Learning Outcomes:
A. Articulates career choices based on assessment of interests, values, skills, and abilities
B. Articulates the characteristics of a preferred work environment
C. Constructs a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments
D. Takes steps to initiate a job search or seek advanced education

Suggested Initiatives:
A. Utilize Career Center Services, personnel and resources regularly
B. Develop a resume and/or create a co-curricular transcript of student involvement
C. Discuss career opportunities with mentors and advisers, e.g. career opportunities in Student Affairs
D. Research career opportunities and/or Graduate School programs
**Key Questions:**
A. What skills have you learned through your involvement that may be applicable to your career choice?
B. What types of characteristics are important to you in a work environment?
C. How will a commitment to life-long learning support career exploration and preparation?
D. Who are the resource people that might help me to reflect on career issues?

**Resources from the NACA Digital Library:**

**Title:** Marketing Leadership: Developing Your Résumé and Preparing for Interviews
**Subject:** All of your involvement in co-curricular activities, as well as out of the classroom experiences, can be useful to you in marketing your leadership abilities. Often students forget that their work in co-curricular activities can be marketable...
**Published Date:** Jan-Feb 2007
**Author(s):** Celia R. Norcross

**Title:** Finding That Next Job - Interview Tips for Professionals
**Subject:** Having a great résumé is only a third of the battle in finding your next job. The interview (or in some cases, the interviews) and the follow-up are the other two-thirds. According to CareerJournal.com, experts estimate that more than 80%...
**Published Date:** May 2008
**Author(s):** Kim Roeder

**Assessment Questions:**

**Career Choices:** Please rate yourself based on each of the statements below.

A. Articulates career choices based on assessment of interests, values, skills, and abilities
   - Strongly Agree  Agree  Disagree  Strongly Disagree

B. Articulates the characteristics of a preferred work environment
   - Strongly Agree  Agree  Disagree  Strongly Disagree

C. Constructs a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments
   - Strongly Agree  Agree  Disagree  Strongly Disagree

D. Takes steps to initiate a job search or seek advanced education
   - Strongly Agree  Agree  Disagree  Strongly Disagree
Provide examples, reflections and additional comments related to this competency. (Use additional paper if needed.)

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Advisor: Please indicate your level of agreement with the above ratings.

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Additional Comments/Recommended Actions:
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