

**Florida International University
Division of Student Affairs
Professional Competency Model Self-Assessment**

Name:	Date of Assessment:
Department:	Date of Review:

Instructions:

1. Evaluate each competency area by marking on the continuum your Current Skill Level, from Minimal to Extensive
2. Review all of the areas, and identify up to four in which you'd like to set development goals for the upcoming year by placing an X in the goal column
3. Transfer your goal areas on to the Professional Competency Development Plan Form
4. At your evaluation or PEP review time, reassess your Skill Level in the last column to track your progress in the past year

<u>Assessment, Evaluation, Research</u>	<u>Current Skill Level</u>	Goal	<u>Skill Level at Review</u>
	Minimal-----Extensive		Minimal-----Extensive
• Utilize professional literature	----- -----		----- -----
• Facilitate data collection	----- -----		----- -----
• Develop Learning Outcomes	----- -----		----- -----
• Write a report on a specific area of research and present	----- -----		----- -----
• Effectively interpret and use results of reports and studies	----- -----		----- -----
• Comprehend the differences between qualitative and quantitative research	----- -----		----- -----
• Discern an appropriate assessment design	----- -----		----- -----
• Use results to assist in organizational planning	----- -----		----- -----
• Design and implement program evaluation and assessment strategies	----- -----		----- -----

<u>Campus Diversity & Stewardship</u>	<u>Current Skill Level</u>	Goal	<u>Skill Level at Review</u>
	Minimal-----Extensive		Minimal-----Extensive
• Seek understanding of the following campus and community members:	----- -----		----- -----
• Adult learners;	----- -----		----- -----
• African-American, Arab-American, Asian-American, Hispanic, Caribbean, Native American, Pacific Islander, and bi- and multiracial;	----- -----		----- -----
• Gay, Lesbian, Bisexual, or Transgendered;	----- -----		----- -----
• International faculty, students, staff;	----- -----		----- -----
• People from religious backgrounds different from your own;	----- -----		----- -----
• People who have physical, mental, sensory, and/or cognitive disabilities;	----- -----		----- -----
• Educate students about diverse populations and/or other cultures	----- -----		----- -----
• Identify the needs and challenges facing members of diverse populations	----- -----		----- -----

• Work effectively and efficiently with diverse individuals and groups	----- -----		----- -----
• Serve as an advocate for the needs of students	----- -----		----- -----
• Reflect appreciation, nurturance, and/or celebration of differences	----- -----		----- -----
• Understand what it means to be an Ally	----- -----		----- -----
• Engage in community service	----- -----		----- -----
• Support student efforts to serve the community	----- -----		----- -----

<u>Advising & Helping</u>	<u>Current Skill Level</u>		Goal	<u>Skill Level at Review</u>	
	Minimal-----	-----Extensive		Minimal-----	-----Extensive
• Apply knowledge of ethics	----- -----		----- -----		
• Provide quality customer service	----- -----		----- -----		
• Advocate for the needs of students to other students and administrators	----- -----		----- -----		
• Educate students about diverse populations and/or other cultures	----- -----		----- -----		
• Refer to appropriate offices when necessary	----- -----		----- -----		
• Provide feedback and support as needed	----- -----		----- -----		
• Use crisis intervention techniques	----- -----		----- -----		
• Cite and apply theories of student/adult development	----- -----		----- -----		
• Manifest well-developed interpersonal relations and communications skills	----- -----		----- -----		
• Work effectively with a wide range of individuals	----- -----		----- -----		
• Mediate conflicts between individuals and groups	----- -----		----- -----		
• Recognize and evaluate group dynamics	----- -----		----- -----		
• Display competence in individual and group counseling	----- -----		----- -----		
• Recognize legal issues and understand relevant legislation	----- -----		----- -----		
• Articulate requirements, policies, procedures, and deadlines to students and other campus populations	----- -----		----- -----		

<u>Resource & Personnel Management</u>	<u>Current Skill Level</u>		Goal	<u>Skill Level at Review</u>	
	Minimal-----	-----Extensive		Minimal-----	-----Extensive
• Understand the financing of higher education	----- -----		----- -----		
• Formulate and monitor a budget	----- -----		----- -----		
• Manage funds resourcefully	----- -----		----- -----		
• Determine and plan the use of physical space	----- -----		----- -----		
• Manage equipment and space effectively	----- -----		----- -----		
• Formulate and interpret policy	----- -----		----- -----		
• Utilize office technology efficiently	----- -----		----- -----		
• Evaluate Technology	----- -----		----- -----		

• Develop and maintain effective website(s)	----- -----		----- -----
• Develop or implement staffing procedures - selection, training, supervision, evaluation	----- -----		----- -----
• Recruit, select and retain qualified staff	----- -----		----- -----
• Develop and implement staff training and development programs	----- -----		----- -----
• Supervise staff appropriately	----- -----		----- -----
• Appraise staff routinely	----- -----		----- -----
• Develop a written training manual	----- -----		----- -----
• Recognize legal issues and understand relevant legislation	----- -----		----- -----

<u>Student Development</u>	<u>Current Skill Level</u>	Goal	<u>Skill Level at Review</u>
	Minimal-----Extensive		Minimal-----Extensive
• Understand social, cultural, and philosophical foundations of Higher Education	----- -----		----- -----
• Develop a working knowledge of the goals of student personnel work	----- -----		----- -----
• Understand student needs including those related to development theory of:	----- -----		----- -----
• men and women;	----- -----		----- -----
• ethnic and racial minorities;	----- -----		----- -----
• disabled;	----- -----		----- -----
• GLBT.	----- -----		----- -----
• Be familiar with student affairs literature, current issues, and trends in field, office, or population	----- -----		----- -----
• Be familiar with concerns, problems, and goals of one student population to another student population	----- -----		----- -----
• Create experiences for self and staff in which application of theory to practice is facilitated and analyzed	----- -----		----- -----
• Recognize and articulate institutional environments and cultures	----- -----		----- -----
• Understand external influences on college student development	----- -----		----- -----

<u>Self-Knowledge & Development</u>	<u>Current Skill Level</u>	Goal	<u>Skill Level at Review</u>
	Minimal-----Extensive		Minimal-----Extensive
• Have an overall career/educational life plan	----- -----		----- -----
• Be aware of your strengths and limitations	----- -----		----- -----
• Be aware of how you come across to others	----- -----		----- -----
• Maintain stability of performance under stress, opposition, defeat, frustration, discouragement	----- -----		----- -----
• Express differing points of view without deprecating others	----- -----		----- -----

• Be able to criticize ideas without being critical of the person who has the ideas	----- -----		----- -----
• Report the behavior of others in specific, non-labeling terms	----- -----		----- -----
• React to disagreement as opportunity to explore own beliefs and opinions	----- -----		----- -----
• Understand value of professional and personal self-renewal	----- -----		----- -----
• Demonstrate clarity of expression including written, verbal, and non-verbal expression	----- -----		----- -----
• Communicate effectively with people at all organizational levels	----- -----		----- -----
• Integrate professional and personal philosophies	----- -----		----- -----
• Assess professional skills	----- -----		----- -----
• Embrace lifelong learning	----- -----		----- -----
• Write a résumé, cover letter and letters of recommendation	----- -----		----- -----
• Write a proposal for a grant, budget project, etc.	----- -----		----- -----
• Present materials at a workshop or conference	----- -----		----- -----
• Edit the written work of others	----- -----		----- -----

<u>Leadership & Organizational Development</u>	<u>Current Skill Level</u>		Goal	<u>Skill Level at Review</u>	
	Minimal-----	Extensive		Minimal-----	Extensive
• Connect with student groups, organizations, and communities	-----	-----		-----	-----
• Utilize social judgment skills with students	-----	-----		-----	-----
• Conduct meetings	-----	-----		-----	-----
• Determine an appropriate need- based course of action	-----	-----		-----	-----
• Plan and write need-based goals and objectives for an organization	-----	-----		-----	-----
• Demonstrate problem-solving skills	-----	-----		-----	-----
• Make difficult decisions and deal with their outcomes	-----	-----		-----	-----
• Articulate organization's policy/position to others	-----	-----		-----	-----
• Apply emotional intelligence in leadership and management roles	-----	-----		-----	-----
• Create expectation of division/department assessment, evaluation, and research	-----	-----		-----	-----
• Understand organizational learning and development	-----	-----		-----	-----
• Utilize assessment, evaluation, and research results in departmental and institutional activities	-----	-----		-----	-----