

UNIVERSITY OF DAYTON



# Graduate Assistant Competencies

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Division of Student Development

Updated: January 2012

*The seven competencies in bold represent the seven competencies that we believe all masters level students in the Department of Student Development achieve by the completion of their program. These seven competencies are broad areas in order to reflect the diverse assistantships, internships, and individuals within the department. The bulleted words/phrases underneath are examples of concepts that fall under the broad competency. The committee realizes that each assistantship offers very different experiences, learning outcomes, and knowledge bases, but each of those different concepts can be captured through one of the competencies. Therefore, each individual might not attain or pursue each bulleted concept, but would have a foundation to achieve the overall competency.*

# Professional Development

This includes a variety of components focused on developing the individual student's skills including but not limited to personal management (professional involvement, time management, work ethic, professionalism, career planning, and development) as well as the student's professional development in the field of student affairs and own academic field of study. Individuals should become aware/familiar of the various professional organizations in their field and actively seek ways to become involved.

- **Professional Involvement** – integrating oneself in associations, committees, and other groups related to the field and giving of one's time and talent through volunteer involvement.
- **Professionalism** – displaying the expertise, competence, and integrity to achieve expectations and promote the university in a manner consistent with set standards.
- **Time Management/Prioritization** – defining outcomes and managing activities and actions required to achieve the intended outcomes. Displaying a set of values based on diligence and purposeful productivity.
- **Career Development** – managing one's career within and between departments or institutions, setting milestone goals and having defined career objectives.
- **Collaboration** – working with others cooperatively in order to reach established goals. This includes listening, sharing, and respecting.

# Professional Development

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1. What specific ways do you currently exhibit this set of competencies?

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2. What specific areas within this competency can you improve upon?

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	<b>Basic 1</b>	<b>Intermediate 2</b>	<b>Advanced 3</b>
<b>Professional Development</b>	Student has a basic understanding of the professional expectations related to the field of student affairs and the student's academic field of study.	Student actively explores professional development and professional associations. Student promotes professional development amongst peers.	Student demonstrates a commitment to continued professional development and contributions to professional networks. Student sets appropriate boundaries and engages in ethical practice that is congruent with their professional role.

# Multiculturalism, Diversity, Equity, and Inclusion

This is the ability to understand, be sensitive to, and properly address cultural issues with individuals and groups who are similar or different from oneself. Issues include gender, disability, race, religion, ethnicity, sexual orientation, and others.

Competence in this area involves awareness, knowledge, skills, communication, and leadership.

- **Awareness** – acknowledgment of one's own awareness using values, attitudes, and assumptions while articulating one's own differences and similarities; self-awareness and reflection are key components.
- **Knowledge** – possessing content knowledge about cultural groups, identify systematic barriers to equality and inclusiveness, and demonstrate fair treatment to all individuals through social justice and the role of higher education.
- **Skills** – using the behaviors to apply the awareness and knowledge; includes the ability to communicate across cultures and to understand how culture can affect content, verbal, and nonverbal forms of communication.
- **Communication** – supervise, challenge, and educate others around issues of diversity and inclusion.
- **Leadership** – foster an institutional culture that supports diverse ideas and beliefs, while issues/positions of power and privilege are recognized and addressed.

# Multiculturalism, Diversity, Equity, and Inclusion

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1. What specific ways do you currently exhibit this set of competencies?

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2. What specific areas within this competency can you improve upon?

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	<b>Basic 1</b>	<b>Intermediate 2</b>	<b>Advanced 3</b>
<b>Multiculturalism, Diversity, Equity, and Inclusion</b>	Student demonstrates an awareness of cultural and group differences amongst others. Student has started to consider issues of social justice, and equity.	Student begins to acknowledge issues of diversity and social justice. Student takes responsibility for personal multicultural skill development.	Student's actions are informed by and value individual and group differences. Student work to challenge norms in promotion of social justice, equity, and inclusion.

# Educational Skills

This encompasses the necessary helping skills in order to be a positive change agent for students. This can happen informally or formally with large groups or individual interactions. Developed skills could include:

- **Advising** – assisting or guiding a student in their academic, leadership, or professional development.
- **Counseling** – supporting and helping a student in their own development.
- **Instructing** – transferring of a knowledge base or skill area through training and facilitation.
- **Training** – teaching a job skill through experiential or informative exercises.

# Educational Skills

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1. What specific ways do you currently exhibit this set of competencies?

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2. What specific areas within this competency can you improve upon?

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	<b>Basic 1</b>	<b>Intermediate 2</b>	<b>Advanced 3</b>
<b>Educational Skills</b>	Student gives advice and provides answers or solutions to others.	Student engages others to reach consensus.	Student actively engages in dialogue while challenging others to consider multiple perspectives alongside self-reflections.

# Communication

This encompasses effectively communicating with students, colleagues, and supervisors in a professional manner. He/She demonstrates written, oral and interpersonal communication skills in a form consistent with the office in which they are serving. Other skills developed could include:

- **Interpersonal Skills** - using active listening skills, demonstrating the use of empathy, and being able to communicate assertively. Is able to resolve conflicts professionally.
- **Verbal Skills** - demonstrating effective and engaging public speaking skills, presenting to large, small groups and other group facilitation functions; can also include one-on-one conversations.
- **Written Skills** - writing effective reports and memos, using business correspondence style in emails, letters, and thank-you notes. Using proper grammar and spelling in all forms of written correspondence. \*This may also include understanding the impact of other mediums of communication involving text messaging and other forms of social media.
- **Evaluation** – ability to provide effective/constructive feedback in a supportive manner.



# Communication

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1. What specific ways do you currently exhibit this set of competencies?

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2. What specific areas within this competency can you improve upon?

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	<b>Basic 1</b>	<b>Intermediate 2</b>	<b>Advanced 3</b>
<b>Communication</b>	Student understands basic communication skills (verbal, written, and digital).	Student demonstrates an understanding of the importance of appropriate levels of communication and employs differing strategies as suitable for a given setting or context.	Students effectively engage in professional communication and are able to provide and receive constructive feedback.

# Project Management

This area focuses on all aspects of programs and initiatives in your assistantship. This includes planning and implementation as well as effectiveness and appropriate evaluation. Students will learn how to employ practical strategies to plan, promote, manage, and evaluate successful projects.

- **Development** – identifying needs, formulating ideas, and getting approvals (when needed) to offer a program, event, or service—‘laying the groundwork’ to make it happen.
- **Planning** – organizing resources/staff, gathering materials, making logistical arrangements (including promotions), to allow a program, event, or service to run effectively and smoothly.
- **Evaluation** – collecting/gathering information about *specific* components of events, programs, services, or staffing in order to make future decisions, set appropriate goals, or make possible changes.

# Project Management

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1. What specific ways do you currently exhibit this set of competencies?

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2. What specific areas within this competency can you improve upon?

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	<b>Basic 1</b>	<b>Intermediate 2</b>	<b>Advanced 3</b>
<b>Project Management</b>	Student is able to organize and run a successful program or create a successful project.	Student is involved in project development, and continues to successfully organize and run programs/projects. Student is involved in evaluation processes.	Student is able to identify a need for and develop, plan, and evaluate programs/projects. Evaluation and assessment inform future programs/projects.

# Administration and Organization Management

This includes the ability comprehend the administrative and organizational demands in their assistantship. Students will use problem solving and crisis skills to manage various project, process, and operation stages. Students will learn supervision techniques to prepare them for their next position. Other skills developed could include:

- **Crisis Management** – using the ability to make quick and appropriate decisions during extreme situations; follow-up and effective reporting of events once it has passed.
- **Problem Solving** – having the critical thinking skills to address situations on a consistently evolving short term and long term outlook.
- **Resource Management** – creating intended outcomes to enhance areas for improvement, utilizing human resources, operating resources, & time to achieve those outcomes, and measuring achievement of intended outcomes to justify the allocation of the resources used. Specifically, this should include staff supervision and budgeting.
- **Technology** – understanding current trends in technology; their impact on the delivery of education, how they could shape the future of higher education, their use in accomplishing goals.
- **Institutional Awareness** – knowing the structure and flow of the educational organization one is a part of.
- **Accountability** – addressing areas such as discipline, policy enforcement, judicial skills, and accountability.
- **Process/Operation/Project Management** – using organizational skills to manage processes, operations, and projects.

# Administration and Organization Management

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1. What specific ways do you currently exhibit this set of competencies?

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2. What specific areas within this competency can you improve upon?

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	<b>Basic 1</b>	<b>Intermediate 2</b>	<b>Advanced 3</b>
<b>Administration and Organization Management</b>	Student relies on supervisor and peer support as they begin to navigate the university environment.	Becoming comfortable with the university environment, student combines information from supervisors, peers, and experiences to inform decisions.	Student actively contributes to the department and university environment, helping to shape the decisions of their peers and supervisors.

# Mission, Vision, and Philosophy

This area addresses ideas that center and ground the work of the University of Dayton, a Catholic and Marianist institution. It emphasizes the value placed on community-oriented education, connecting knowledge to the service of society, and knowledge of specific content that is characteristic of the University's identity.

- **Community Living** – articulating that community is the context for education and the life of faith, is ordered toward the common good, witnesses faith and service to the world beyond the University, and includes conflict and its resolution as necessary components.
- **Dignity of the Individual** – recognizing that every person has innate dignity because all people are made in the Image of God; treating others different from oneself with love and respect; maintaining openness to cultivating prayer and the life of the Spirit as sources of strength and wisdom; developing oneself intellectually, emotionally, spiritually, physically, and psychologically.
- **Personal Responsibility** – evidencing self-discipline in one's personal life and in community; explaining that repeated moral choices develop into habits that contribute to or detract from one's dignity.
- **Holistic Development** – explaining the relationship of scholarship to service; that faith and reason support each other in the search for truth; and that knowledge is interconnected and ordered to wisdom—not merely personal, economic, or utilitarian ends.
- **Servant Leadership** – connecting academic learning with social justice-oriented service and reflection upon that service; promoting the common good in all decisions made, being especially mindful of how those decisions affect persons who live on society's margins.
- **Vision** – explaining that the Catholic philosophy of comprehensive education is grounded in service, justice and peace; a basic knowledge of historical factors that contribute to the Marianist model of faith and community at the University.

# Mission, Vision, and Philosophy

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2. What specific areas within this competency can you improve upon?

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	<b>Basic 1</b>	<b>Intermediate 2</b>	<b>Advanced 3</b>
<b>Mission, Vision, and Philosophy</b>	Student has an understanding of the University of Dayton mission, vision, and philosophy. Student has started to explore their professional code of ethics.	Student allows mission, vision, and values to inform practice. Student has begun exploring a unified code of ethics for personal and professional life.	Student is able to articulate the mission, vision, and philosophy of the university, and connect this with their personal code of ethics. Student uses this combination to guide practice.

<b>Complete Rubric</b>	<b>Basic 1</b>	<b>Intermediate 2</b>	<b>Advanced 3</b>
<b>Administration and Organization Management</b>	Student relies on supervisor and peer support as they begin to navigate the university environment.	Becoming comfortable with the university environment, student combines information from supervisors, peers, and experiences to inform decisions.	Student actively contributes to the department and university environment, helping to shape the decisions of their peers and supervisors.
<b>Communication</b>	Student understands basic communication skills (verbal, written, and digital).	Student demonstrates an understanding of the importance of appropriate levels of communication and employs differing strategies as suitable for a given setting or context.	Students effectively engage in authentic professional communication and are able to provide and receive constructive feedback.
<b>Educational Skills</b>	Student gives advice and provides answers or solutions to others.	Student engages others to reach consensus.	Student actively engages in dialogue while challenging others to consider multiple perspectives and self-reflect to identify viable solutions.
<b>Mission, Vision, and Philosophy</b>	Student has an understanding of the University of Dayton mission, vision, and philosophy. Student has started to explore their professional code of ethics.	Student allows mission, vision, and values to inform practice. Student has begun exploring a unified code of ethics for personal and professional life.	Student is able to articulate the mission, vision, and philosophy of the university, and connect this with their personal code of ethics. Student uses this combination to guide practice.
<b>Multiculturalism, Diversity, Equity, and Inclusion.</b>	Student demonstrates an awareness of cultural and group differences amongst others. Student has started to consider issues of social justice, and equity.	Student begins to acknowledge issues of diversity and social justice. Student takes responsibility for personal multicultural skill development.	Student's actions are informed by and value individual and group differences. Student work to challenge norms in promotion of social justice, equity, and inclusion.
<b>Professional Development</b>	Student has a basic understanding of the professional expectations related to the field of student affairs and the student's academic field of study.	Student actively explores professional development and professional associations. Student promotes professional development amongst peers.	Student demonstrates a commitment to continued professional development and contributions to professional networks. Student sets appropriate boundaries and engages in ethical practice that is congruent with their professional role.
<b>Project Management</b>	Student is able to organize and run a successful program or create a successful project.	Student is involved in project development, and continues to successfully organize and run programs/projects. Student is involved in evaluation processes.	Student is able to identify a need for and develop, plan, and evaluate programs/projects. Evaluation and assessment inform future programs/projects.



