Student Leadership Competencies

The NACA® Student Leadership Competencies are designed to be a tool for advisors when working with student leaders. They provide a framework for advisors to use to help students articulate the employability, leadership, and soft skills students gain through campus engagement. The competencies were revised by the NACA Education Advisory Group, who incorporated the NACE career readiness skills and the CAS Standards.

The competencies consist of four domain areas: Diversity, Equity, Inclusion & Accessibility, Programming, Organization Development, and Individual Leadership Development. The Diversity, Equity, Inclusion & Accessibility domain consists of competencies and tasks from the other domains. Student leaders need to encompass inclusion-based leadership practices, so those competencies are centered in the document and repeated to highlight their importance. Each domain is broken into tasks and competencies that can help students gain aptitude in that area.

Suggestions for use –

- Utilize as a whole or as modules
- Utilize with all types of student organizations
- Utilize in conjunction with the NACA® Employability Skills Assessment
- Develop training and leadership transition initiatives
- Develop organization and individual leaders
- Develop programming and event management practices
- Develop DEI initiatives
- Connect with institution/department learning outcomes
- Connect with other association competencies
- Connect with NACA Diversity & Inclusion and Professional Competencies

DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY

Students have knowledge, recognition, and acceptance of the multiple identities held by individuals. Through shared values and a commitment to individual and organizational learning and development, students approach strategic initiatives with authenticity. Student leaders are committed to the concepts of civic engagement and social justice and are willing to hold others accountable.

- **Communication** – Students will be able to utilize various communication methods based on the audience.
  - Interact with peers from various backgrounds and multiple identities
  - Use inclusive language
  - Create accessible written communication
  - Utilize accessible marketing platforms and techniques

- **Accessibility** – Students will utilize institutional resources to develop accessible practices.
  - Incorporate institutional resources to create an accessible event
  - Utilize accessible technology

- **Engagement** – Students will be able to create and implement a diverse calendar of events that appropriately engage the student body and contribute to a sense of belonging.
  - Create a calendar of events that meet the diverse interests and needs of the student body
  - Design event experiences that engage people from a wide variety of backgrounds and perspectives
  - Develop cultural programming that is authentic and multi-dimensional, encourages meaningful engagement and dialogue, and shows genuine appreciation for the culture
  - Partner with internal and external groups to support diversity and inclusion efforts
  - Utilize resources to identify and utilize diverse vendors

- **Event Management** – Students will be able to design and implement events utilizing a diversity and inclusion lens.
  - Determine appropriate venue based on program goals and venue ability to meet the needs of the event and participants
  - Follow institutional policies for food service and select menu appropriate for event and attendees

- **Identity Development** – Students will be able to understand and develop their identity as an individual and leader.
  - Articulate identities and practice emotional intelligence
  - Identify own privileges, bias, strengths, and challenges
  - Understand concept of intersectionality
  - Acknowledge how one's identities influence their perspective, communication, leadership, decision-making, etc.
  - Pursue learning opportunities regarding identities of others
  - Incorporate diversity, equity, inclusion, and accessibility into organization development and activities and leadership practice
  - Practice cultural competency and respect for others
  - Recognize, acknowledge, value, and respect identities of others

- **Organization sustainability** – Students will be able to develop and implement strategic foundations to direct the organization.
  - Understand the value of diversity in membership
  - Create a recruitment plan that targets students from multiple identities and interests
  - Partner with internal and external groups to support diversity and inclusion efforts
  - Curate a welcoming environment for all students
  - Ensure that individuals in the organization have opportunities to engage in a variety of activities, including and beyond those associated with their identities
  - Describe the various groups within the organization and their experiences of inclusion and exclusion
  - Develop strategies for recruiting and actively engaging individuals from under-represented groups in the programs, events, meetings, and leadership of the organization
  - Advocate for diversity and inclusion in organization and events/activities
  - Recognize and acknowledge identities that exist and don't exist within the campus community

PROGRAMMING

Student organizations are challenged with delivering diverse programs and events to the campus community. Student leaders involved with event planning and management utilize data and assessment to make decisions regarding resource allocation, logistics, and risk mitigation that support the mission and goals of the organization. Additionally, student leaders develop and practice skills in critical thinking, problem solving, and decision making.

- **Advocacy** – Students will be able to assess, communicate, and address the needs and wants of the student body.
  - Determine the needs and interests of the student body with appropriate assessment and evaluation measures
  - Understand when it is appropriate to take ownership of programs and when to collaborate with other student organizations, campus departments, or community organizations
  - Follow institutional guidelines around protests and demonstrations

- **Assessment** – Students will be able to create and utilize various types of assessment for organizational and event development.
  - Understand and utilize institutional resources to create and implement assessment
  - Incorporate various types of feedback mechanisms to conduct assessment/evaluation of organization processes
  - Utilize various types of feedback mechanisms to conduct participant assessment/evaluation
  - Describe the role assessment plays in organizational development and event planning
  - Conduct a needs/interest assessment of the student body on a regular basis

- **Technology** – Students will be able to demonstrate an understanding of and utilize technological resources to maximize all aspects of event planning and implementation.
  - Understand available technology to improve accessibility and access
  - Demonstrate basic computer skills (Microsoft Suite, simple databases, etc.)
  - Incorporate available technology for production needs and contractual obligations
  - Utilize social media, streaming, and institutional platforms

- **Engagement** – Students will be able to create and implement a diverse calendar of events that appropriately engage the student body and contribute to a sense of belonging.
  - Utilize resources to identify and select appropriate artists/vendors based on program goals
  - Understand and follow institutional procedures for vetting artists
  - Develop consistent event planning processes
  - Design event experiences that engage the audience appropriately
  - Create programs that appeal to people from a wide variety of backgrounds and perspectives

- **Networking/Business Relationships** – Students will be able to build relationships and collaborate with on- and off- campus partners, schools, and professionals.
  - Collaborate with Associate members, vendors, agents, etc. to create programs to meet the needs of the student body
  - Utilize expertise and services on- and off- campus to create programs to meet the needs of the student body and ensure representation of diverse vendors
  - Establish relationships with nearby schools and Associate members to streamline processes and maximize use of resources

- **Fiscal Management** – Students will be able to manage fiscal resources as appropriate for their institution.
  - Participate in budget development and allocation processes to maximize resources
  - Understand pieces of budgets – (i.e., program line items)
  - Know institutional policies regarding expenditures and income
  - Explain Return on investment, cost analysis, cost per attendee for justification of programs

- **Contracting** – Students will be able to read, understand, and implement legal aspects of performance and vendor contracting packages.
  - Understand technical contractual language and institutional policies and procedures related to contract fulfillment
  - Know the different parts of contracting packages, such as different types of riders (hospitality, technology, etc.)
  - Follow the procurement process of the institution

- **Event Management** – Students will be able to design and implement events.
  - Determine appropriate venue (physical, virtual, active, passive, etc.) based on program goals and venue ability to meet the needs of the event and participants
  - Obey institutional policies for food service and select menu appropriate for event
  - Follow institutional policies and artist requirements for security
  - Create, share, and utilize an event plan and timeline
  - Develop volunteer/other staffing needs and clearly define roles
  - Assist in determining the market value of event and understand and utilize institutional policies for ticketing
  - Understand and utilize resources for production/AV needs
  - Utilize institutional resources to create an accessible event

- **Marketing** – Students will be able to create and implement marketing and communication plans tailored to the event/needs of the organization.
  - Leverage social media and digital platforms to increase reach
  - Understand various types of marketing strategies and utilize appropriately
  - Create event marketing plans designed to reach appropriate audience(s)
  - Develop accessible and accurate messaging
  - Identify target and secondary audiences and the most effective ways to reach them

- **Crisis & Risk Management** – Students will be able to identify policies, procedures, and practices that work to minimize risk.
  - Know institutional policies and procedures related to crisis and risk management
  - Follow institutional reporting lines for risk management issues
  - Utilize appropriate security measures, personnel, and equipment related to programs
  - Conduct background research and perform risk assessments for upcoming programs
  - Identify different types of risk (i.e., health and safety, public relations, financial) and create and implement plans to mitigate risk
  - Fulfill risk mitigation guidelines outlined in contracts
  - Understand different types of insurance and related institutional policies

ORGANIZATION DEVELOPMENT

Student organizations represent the diverse identities of a campus community whose members share similar values. Student leaders utilize feedback and incorporate group reflection to develop mutual trust between members and to build initiatives around the organization's strategic goals and vision. Additionally, student leaders display professionalism and diplomacy and recognize how collaboration and the support of others enhances organizational effectiveness.

- **Community building and collaboration** – Students will be able to create, manage, and celebrate diverse teams that contribute to development of sense of belonging within the organization as a whole.
    - Develop opportunities for all members to socialize and build rapport
    - Design opportunities for members to collaborate/contribute to multiple events and teams
    - Recognize individuals for contributions and celebrate success of teams
    - Practice transparent and open communication throughout the organization
    - Understand the value of diversity in membership
    - Set expectations to create a welcoming and inclusive environment for all students
    - Create and implement a recruitment plan that targets students from multiple identities and interests
    - Incorporate diversity, equity, inclusion, and accessibility into activities and leadership practice

- **Member Development** – Students will be able to provide opportunities and processes to enhance member experiences and further the organization's mission.
    - Develop member training/education program utilizing the mission/vision and organization goals
    - Create transition timeline for leadership and teams
    - Ensure that individuals in the organization have opportunities to engage in a variety of activities, including and beyond those associated with their identities.

- **Meeting management** – Students will be able to manage and run meetings for committees, events, and the organization.
    - Design agendas that maximize the time allotted and clearly identify the goals of the meeting
    - Understand and utilize basic Robert's Rules of Order and/or rules for dialogue
    - Determine and utilize meeting technology based on needs of participants and agenda

- **Relationship building** – Students will be able to identify key stakeholders and advocates who will assist with developing the organization and in reaching organizational goals.
    - Understand institutional reporting structure and protocols
    - Build rapport with and support from stakeholders/key constituents
    - Acknowledge the role of the advisor and utilize their positional influence
    - Partner with internal and external groups to support diversity and inclusion efforts

- **Organization sustainability** – Students will be able to develop and implement strategic foundations to direct the organization.
    - Understand and follow the organization constitution/bylaws
    - Establish goals and priorities for the organization
    - Include organization mission/vision in processes and decision-making
    - Create leadership transition cycle
    - Utilize relevant and appropriate resources for data-driven decisions.
    - Identify institutional resources to enhance organization operations.
    - Understand and fulfill responsibilities of position held in the organization
    - Incorporate institutional and organizational values into activities and leadership practice

- **Budget** – Students will be able to develop budget priorities and projections
    - Develop organization and event budget proposals utilizing budget history
    - Understand the purpose of funding sources and the organization's role in being good stewards
    - Maximize budget by utilizing existing institutional resources
    - Comply with institutional policies and procedures for expenditures, income, sponsorships and in-kind donations.
    - Utilize budget to make programming decisions

- **Organization image** – Students will be able to identify the individual members' role in representing the organization.
    - Embrace how personal behavior can affect the organization as a whole
    - Understand the members' responsibility to serve as the brand ambassador of the organization
    - Create and participate in a welcoming environment for all students
    - Leverage personal influence to support and elevate the organization on campus.

- **Data management and record keeping** – Students will utilize institutional resources for data management and record keeping.
    - Abide by institutional policies regarding storage and use of individual student data and organization records.
    - Comply with institutional policies related to confidentiality of student and institutional data.
    - Utilize institutional resources for data collection and storage

INDIVIDUAL LEADERSHIP DEVELOPMENT

Student leaders involved with campus activities make a commitment to learn about themselves in order to make connections with and influence others. They understand and seek opportunities and experiences that allow them to develop relationships based on values, a shared vision, and trust.

- **Identity development** – Students will be able to understand and develop their identity as an individual and leader and commit to develop values and respect.
  - Articulate identities and practice emotional intelligence
  - Identify own privileges, bias, strengths, and challenges
  - Understand concept of intersectionality
  - Recognize how behaviors and decisions affect image and reputation
  - Behave and make decisions with integrity
  - Fulfill personal values and mission
  - Incorporate diversity, equity, inclusion, and accessibility into leadership practices
  - Ensure alignment of personal values with institutional and organizational values
  - Set appropriate boundaries based on personal limitations

- **Role in a larger community** – Students will recognize their individual role and position as they create a sense of belonging within the larger community.
  - Practice cultural competency and respect for others
  - Serve as a leadership role model and representative of organization, affiliated department, and institution
  - Advocate for populations within the campus community
  - Participate in civic engagement and practice civil discourse

- **Decision making** – Students will be able to participate in group decision-making and be confident and ethical with independent decisions.
  - Identify resources for making decisions
  - Understand when it is appropriate to make individual decisions and when to include others
  - Utilize ethics and integrity when making decisions
  - Determine trusted sources and verify credibility/information
  - Maintain awareness of personal bias and effect on decisions
  - Take ownership of decisions made for the organization

- **Professionalism** – Students will present self and organization in a professional manner.
  - Set standards, expectations and accountability measures for self and those they work with
  - Identify appropriate communication methods and techniques
  - Determine trusted sources and verify information
  - Utilize technology and social media appropriately to represent self and organization
  - Understand the impact of behavior on one's image, reputation, and legacy
  - Edit communication to address the audience appropriately
  - Communicate in a timely manner

- **Employability** – Students will be able to connect their leadership skills and knowledge to employability.
  - Articulate leadership responsibilities verbally and in writing
  - Provide examples of leadership skills and experiences in an interview
  - Assess leadership responsibilities to assist in determining future education and career goals