CORE COMPETENCIES MANUAL

Association of Fraternity / Sorority Advisors

What does it mean to be competent? According to Merriam Webster, being competent means "having requisite or adequate ability or qualities." From the same source, core means "a basic, essential, or enduring part." In essence, a core competency is having basic abilities or qualities in a certain defined area. I think we all recognize that our work in this field is anything but basic. However, as we determine our effectiveness as professionals and advocate for our work, the question of what we do, how we do it, and the impact is sometimes unclear. With the unveiling of these competencies, we are taking a huge step in providing that necessary clarity.

This is a game-changer for our association. Like all associations, we evolve over time. We have a great history of identifying good practice and offering quality programs to support professional development. This set of defined competencies takes our profession to the next level by identifying specific principles, presenting a model of what it takes to be competent, and providing a tool for self-assessment so each member can track professional progression. I cannot overstate the work of the Professional Development Committee. They are truly leaders and visionaries in our field and spent countless hours developing this model and assessment, and we are lucky to have them as colleagues.

I challenge all members to take the assessment and thoughtfully reflect on where you are on the continuum in each of these areas. If you identify as Unknown or Discovery in an area, it is not a weakness; it is a starting point. If you identify as Practice or Proficiency in an area, it does not mean your work is done; it means you can better recognize how to maintain that proficiency. I encourage you to discuss these competencies with your team and your supervisor. This information should be a cornerstone for a broader professional development plan. Being able to articulate what you need to know professionally, participate in ongoing self-assessment, and develop an action plan for proficiency is invaluable in any job and particularly critical in our work.

Will our work and these competencies continue to evolve over time? Of course. The world is evolving (particularly in higher education), and we will not be immune. It is important to note this tool is not perfect or absolute, but having this as a foundation positions our association to define our work, continually evaluate ourselves, and ensure our profession is reflective of the environment around us. We will evaluate and refine over time, and this assessment is merely a starting point for the association. We will use the knowledge we gather from our members to ensure we are providing the highest quality educational programs and opportunities to make sure that you can be your best professional self.

As always, I am proud to be your executive director and proud to present these core competencies. We welcome your feedback and look forward to hearing about your progress and success stories. If you have questions about what is captured within the assessment, please contact a member of the Professional Development Committee. Thank you for your work and your membership in AFA.

_____

Sincerely,

Lynda Wiley, EdD
AFA Executive Director

CORE COMPETENCIES MANUAL

Association of Fraternity / Sorority Advisors

ASSOCIATION OF FRATERNITY | SORORITY ADVISORS

In 2016, the Association of Fraternity/Sorority Advisors convened an Educational Resources Workgroup to explore educational offerings as part of developing a strategic framework for the association. Among other action items, the workgroup recommended redeveloping the *Core Competencies of the Profession* in order to improve their utility, define intended outcomes in more detail, and align programming and member services around them.

The Core Competencies Workgroup was formed in 2017 with the purpose of expanding the former core competency taxonomy structure into a more robust model that acknowledges multiple levels of ability, provides a professional development process, allows for self-assessment, and creates an opportunity to measure competence across the entire association.

The Core Competencies Workgroup included representatives from the AFA board of directors, members of the 2016 Educational Resources Workgroup, supervisors, newer professionals, national organizational staff, vendors, and campus professionals from both large and small institutions.

The Core Competencies Workgroup began by examining the guiding philosophies, features, and organizing structures of 18 different competency models used by other associations and industries. Through this benchmark, along with a review of competency-based education, they identified guiding principles for AFA's competency model, including those on the following page.

To identify the knowledge and skills that should be included in the Core Competencies, the workgroup then consulted industry and association guiding documents, reviewed current AFA programs, conducted interviews with key stakeholders, and reviewed a research report created by RISE Partnerships while developing the First 90 Days program. This document identified important findings related to professional abilities in the association based on a membership survey, a new professional needs assessment survey, and interviews and focus groups with dozens of with subject matter experts including new and seasoned professionals, faculty, trade association representatives, authors/researchers on related topics, and past AFA competencies committee members.

The workgroup consulted AFA board members, volunteers, and literature to filter, organize, and prioritize the competencies. They developed multiple prototypes for the taxonomy of the competency model and selected one that distinguishes between foundational knowledge necessary for working in fraternity/sorority life and professional skills that are most conducive to successful practice in the field.

The workgroup captured the resulting competency model into this document and submitted it for review, along with a series of recommendations for implementation, supplemental resources, and next steps. The model was reviewed and tested by the board of directors, central office staff, and Professional Development Committee. The Core Competencies Workgroup is honored to submit this manual as the final product of its work and as the catalyst of many additional efforts for enhancing professional competence throughout the association.

Core Competencies Workgroup Members:

Dan Wrona | RISE Partnerships
Core Competencies Workgroup Chair

Justin Angotti | George Mason University
Board Liaison

Jarrod Cruz | Lambda Theta Phi Latin Fraternity, Inc.

Brandon Cutler | Purdue University

Christopher DeEulis | University of Michigan

Erin Fischer | The Leadership and Training Studio

Chris Jefferson | Indiana State University

Michelle Marchand | Delta Upsilon Fraternity

Jennifer Tomasetti | Workgroup Member

Principles of the Competency Model

AFA's Competency Model is based on a set of principles that define its structure and function.

Aspirational

The work of fraternity/sorority professionals is changing. The future will call for knowledge, skills, attitudes, and ways of thinking that are not currently widespread. The Competency Model defines what should become a basic standard in the fraternity/sorority profession in order to prepare for the work that needs to be done. As a result, many professionals will fall on the low end of the competence curve.

Elevating the Profession

The goal of the Competency Model is to strengthen the knowledge, skills, and abilities among all members of AFA. Success is determined not by individual high ratings, but by the amount of growth among all professionals. AFA uses the Competency Model to assess, prioritize, develop, and deliver professional development experiences to its members in order to support this goal.

Developmental

The Competency Model provides a process, not a destination. There is no such thing as perfect competence; professionals are expected to engage in continuous development regardless of the length or breadth of their experience. The Competency Model is a tool to guide professionals in accumulating learning experiences and integrating lessons into practice.

Individualized

Each professional follows a different path in professional development, and each professional develops expertise in a unique set of competences. Those priorities should be defined in partnership with supervisors and co-workers based on the needs of the current position, future career aspirations, and current events.

Expandable

It is impossible to draw boundaries around a finite set of abilities that contribute to success. The competencies included in this model are determined by research and consensus to be essential and helpful. The model is expandable to incorporate additional abilities in the future that may also contribute to success. The model can also be adapted to eliminate competencies that may become irrelevant.

Universal

Competencies are relevant to all professionals who work with fraternal organizations, including those who work at campuses, at headquarters, with associations and trade groups, vendors, and partners.

Competency Model

Competencies

AFA's Competency Model identifies two domains of competency, Foundational Knowledge and Professional Skills, across 10 competency areas, for a total of 48 competencies. Each competency area includes between three and seven competencies that operationally define good practice in the fraternity/sorority profession.

Foundational Knowledge

The knowledge, skills, and ways of thinking unique to fraternity/sorority life and essential to serving as a fraternity/sorority professional are:

- Governance
- Fraternity/Sorority Systems
- Student Safety
- Student Learning
- Program Administration

Professional Skills

Abilities that help fraternity/sorority professionals excel in their positions are:

- Navigating Complexity
- Operating Strategically
- Driving Results
- Working across Differences
- Collaborating with Stakeholders
- Driving Vision and Purpose

Stages of Development

Each professional follows the learning curve through four stages including the unknown, discovery, practice, and proficiency. Progress through each competency is independent of other competencies meaning a professional could be "proficient" in one competency and "unknowing" in another.

① Unknown Definition:

Initially, professionals lack awareness of basic information, concepts, and skills needed for the job. They are unaware of most elements within the competency. They may instead rely on past personal experience(s) in other related areas and may overlook relevant information. They require exposure and introduction to basic knowledge and skills to continue learning.

② Discovery Definition:

During the discovery stage, professionals develop working knowledge of basic concepts as they become aware of new facts, concepts, and skills. They gain a basic knowledge of most elements within the competency and may need extra time, resources, or guidance to apply it in practice. They require conscious effort, study, and coaching to ensure accuracy and continue learning.

③ Practice Definition:

In the practice stage, professionals deepen their knowledge of these areas and gain experience applying competencies to various situations and contexts. They have a working knowledge of most elements within the competency and may need extra time and effort to incorporate them into practice. They require practical experience with multiple scenarios and some conscious effort to continue learning.

④ Proficiency Definition:

Professionals become proficient by accumulating extensive direct experience with a competency, articulating deep knowledge of details, intricacies, and interconnections, and demonstrating competency with little effort. They have extensive and nuanced knowledge of all elements within the competency, and they act accurately, appropriately, and quickly without conscious effort. They require synthesis of competencies across multiple areas and teaching others to continue learning.
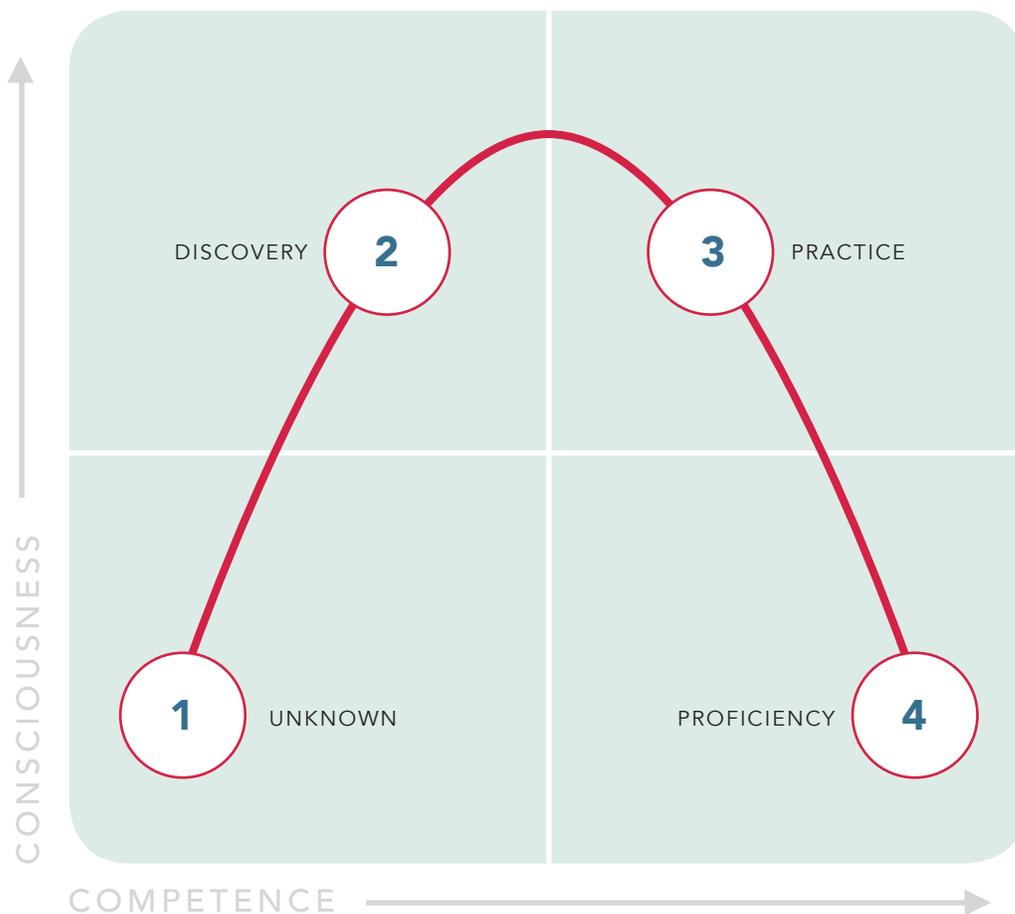
Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Training and development experts recommend professionals engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. The grid below provides a sample list of general examples of each activity, and more specific examples are provided for each competency later in this document.

Professional Development Activity	*Examples*
Instruction (10%)	Reading books, articles, research, and reports
	Reviewing files, history, and local information
	Attending employer and conference workshops
	Participating in web conference sessions
	Taking online or in-person courses
	Completing certification programs
	Attending topic-specific institutes or programs
Interactions (20%)	Interviewing colleagues and stakeholders
	Conducting joint projects
	Engaging a coach or mentor
	Participating in a community of practice
Experiences (70%)	Attending and participating in events
	Shadowing other professionals
	Simulating processes and situations
	Completing a practicum or internship
	Taking on special projects beyond the job description
	Taking on volunteer roles
	Collecting, analyzing, and interpreting data
	Evaluating systems and practices
	Creating documents, reports, or summaries
	Writing for publication
	Reflecting on direct experiences
	Teaching known material to others

Assessing and Planning Development

AFA's Competency Model provides a 5-step, self-guided pathway for developing professional competence.

The five steps are:

1. Prioritize competencies based on the current or desired position.
2. Self-assess the stage of development in each priority competency area.
3. Review and confirm the results with a supervisor or mentor.
4. Use the suggested experiences to create a professional development plan in up to three competency areas.
5. Engage in experiences and incorporate lessons into professional practice.

AFA's Core Competencies Summary ■ ■ ■

Foundational Knowledge

Foundational knowledge includes information, concepts, and ways of thinking that are unique to fraternity/sorority life and essential to serving as a fraternity/sorority professional.

Governance

Collegiate fraternal organizations are subject to various sources of authority, each with their own expectations. Fraternity/sorority professionals must accurately identify, interpret, navigate, and support compliance with these expectations. This includes:

- Applying relevant federal laws.
- Applying relevant state laws.
- Applying local laws and ordinances.
- Applying university/organization policy for individuals and organizations.
- Applying stakeholder expectations.
- Navigating overlapping scopes of authority among multiple entities.
- Managing compliance.

Fraternity/Sorority Systems

Collegiate fraternal organizations have many unique operating practices, and they operate across a variety of functional areas. Professionals must be familiar with, provide accurate advice about, and be able to navigate all relevant functional areas and operating practices. This includes:

- Navigating fraternal community organization structures.
- Coordinating membership management processes.
- Facilitating joining processes.
- Managing expansion and extension of new chapters.
- Closing and reorganizing chapters.
- Managing housing strategies and systems.
- Applying good practice in relevant functional areas.

Student Safety

Collegiate fraternal organizations present both challenges and opportunities to enhance student safety on campus. Fraternity/sorority professionals must be familiar with the nature of these issues, the campus partners who work to prevent them, and research-supported strategies for addressing them. This includes:

- Describing student safety issues.
- Examining student safety issues.
- Employing research-supported approaches to facilitate student safety.
- Managing crisis response procedures.
- Assessing and managing institutional/organizational liability.

Student Learning

College students make significant gains in learning and development in college, and fraternity/sorority membership influences their outcomes. Fraternity/sorority professionals must be able to explain and apply theory, research, and good practice in student learning and development to their advising, training, and educational efforts. This includes:

- Applying research and theory on student learning and development.
- Designing and developing learning experiences.
- Delivering learning through various methods.
- Using various strategies to facilitate learning.

Program Administration

Fraternity/sorority professionals are responsible for contributing to the core functions of an organizational unit. They must be capable of identifying, managing, planning, and executing the basic duties of a departmental program. This includes:

- Managing financial systems.
- Managing personnel.
- Managing information and communication systems.
- Developing and managing operational systems.
- Maintaining accountability to ethical and operational guidelines.

Professional Skills

Professional skills include abilities that help fraternity/sorority professionals excel in their positions.

Navigating Complexity

Supporting collegiate fraternal organizations involves multiple functional areas and complex issues that have multiple causes and contributors with no perfect or obvious solutions. Fraternity/sorority professionals must be able to acknowledge, navigate, make quality decisions, and lead through these complex issues. This includes:

- Embracing complexity.
- Thinking critically about situations.
- Making decisions in complex situations.

Operating Strategically

There is no shortage of work to be done in supporting collegiate fraternal organizations, and not all work is equal in importance or urgency. Fraternity/sorority professionals must be able to coordinate multiple competing priorities, consider long-term implications of their work, use limited resources intentionally, and organize work in a way that produces the best results. This includes:

- Monitoring and adapting to trends.
- Defining priorities for allocating resources.
- Implementing long-term plans.

Driving Results

Universities and fraternal organizations are being called to demonstrate measurable progress in the many issues they face. Fraternity/sorority professionals must be able to deliver on institutional/organizational outcomes and demonstrate effective use of institutional/organizational resources. This includes:

- Assessing and reporting outcomes.
- Organizing work around institutional/organizational priorities.
- Prioritizing high impact initiatives.

Working across Differences

College fraternal organizations serve a diverse population of students and are supported by various stakeholders with contrasting viewpoints. Fraternity/sorority professionals must be able to engage productively with those who have differing experiences and views to create environments where people are valued, respected, treated with dignity, and given the opportunity to participate fully in the community. This includes:

- Embracing our differences.
- Facilitating interactions across differences.
- Advocating for inclusive policies, practices, and learning environments.

Collaborating with Stakeholders

Fraternities and sororities are supported by a network of stakeholders who each have their own authority, perspective, priorities, and interest in the community. Professionals who work with these organizations must take personal responsibility for working collaboratively with each stakeholder group in order to capitalize on shared interests and navigate conflicting priorities. This includes:

- Explaining the role, purpose, perspectives, priorities, relationships, and interests of stakeholders.
- Cultivating and maintaining relationships with stakeholders.
- Forming partnerships with stakeholder groups.
- Navigating conflict.
- Working with each stakeholder.

Driving Vision and Purpose

Facilitating continuous improvement in fraternity/sorority life requires interpersonal skills to align stakeholders around shared aspirations for the future. Fraternity/sorority professionals must be able to dream, create, articulate, design, and champion a vision and milestones for fraternal organizations that support their mission and values. This includes:

- Generating support for vision and purpose.
- Facilitating continuous improvement.
- Connecting work to fraternal purpose.

Governance

Collegiate fraternal organizations are subject to various sources of authority, each with their own expectations. Fraternity/sorority professionals must accurately identify, interpret, navigate, and support compliance with these expectations.

Competencies

- **Applying relevant federal laws**

  Including freedom of association, freedom of speech, free speech zones, freedom of information, Title IX and single gender exceptions, intellectual property, copyright and trademark, student privacy, FERPA/HIPPA, taxation and finance (e.g., IRS 990, filing requirements for non-profit organizations, corporate structures for foundations and non-profits, etc.), Fair Labor Standards Act, Clery Act, anti-discrimination, disability, whistleblower, and current legislative topics such as REACH and CHIA.

- **Applying relevant state laws**

  Including those regarding hazing, alcohol, marijuana, other controlled substances, financial standards, freedom of information, criminal statutes, and current topics.

- **Applying relevant local laws and ordinances**

  Including those regarding alcohol, zoning, noise, campus and local law enforcement relationships, and current topics.

- **Applying university/organization policy for individuals and organizations**

  Including student code of conduct, organization code of conduct, event planning guidelines, travel regulations, conduct violation procedures, liability waivers, risk management policies, insurance requirements, chapter performance expectations, position statements, financial management standards, and membership eligibility.

- **Applying stakeholder expectations**

  Including inter/national organizations, universities, inter/national umbrella associations, housing corporations, alumni associations, graduate/alumni chapters, local, regional, or inter/national advisory groups, and professional associations.

- **Navigating overlapping scopes of authority among multiple entities**

  Including awareness of each entity, ability to explain their scope of authority, and ability to navigate competing expectations.

- **Managing compliance**

  Including complying with all relevant expectations, understanding the role in enforcing stakeholders' expectations, aligning practices with expectations, and using accountability systems to address violations.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Governance competency are provided below.

Level 2: Discovery

- Aware of the sources of authority and some expectations
- Unable to explain, interpret, or apply expectations with accuracy
- Has difficulty reconciling conflicting expectations

Level 3: Practice

- Lists, identifies sources, and describes the features of all expectations
- Explains, interprets, and applies each expectation in routine situations
- May take extra time to reconcile conflicting expectations
- Has difficulty interpreting and addressing nuances of expectations in complex situations

Level 1: Unknown

- Unaware of expectations and how to learn about them
- May overlook expectations not directly relevant to the position or situation
- May provide incorrect advice about policy
- May overstep the bounds of authority

Level 4: Proficiency

- Deep understanding of nuances of each expectation and how it applies to complex situations
- Accurately and consistently interprets expectations in complex situations
- Easily and accurately reconciles conflicting expectations

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Governance competency are provided below.

Instruction (10%)	Collect and read federal, state, and local laws
	Collect and review inter/national organization and campus policies
	Attend conferences such as ASCA
Interactions (20%)	Interview law enforcement, conduct, Title IX, diversity and inclusion, and other staff
	Interview stakeholder groups about expectations of and by them
	Follow law and policy experts and associations in higher education and fraternity/sorority life
Experiences (70%)	Complete a ride-along with law enforcement
	Observe conduct cases
	Shadow other professionals during governance issues
	Volunteer as an alumni advisor

Fraternity/Sorority Systems

Collegiate fraternal organizations have many unique operating practices, and they operate across a variety of functional areas. Professionals must be familiar with, provide accurate advice about, and be able to navigate all relevant functional areas and operating practices.

Competencies

- **Navigating fraternal community organization structures**
  Including knowledge and application of mission, purpose, values, ritual, history, operating philosophies, authority, and organization structures of each local, regional, and inter/national organization, each umbrella association (e.g., NALFO, NAPA, NIC, NMGC, NPC, NPHC, etc.), relevant professional associations (e.g., AFA, FEA, NASPA Knowledge Community, etc.), and regional conferences (e.g., AFLV, NGLA, NBGLC, NCGLC, SEIFC, CCWL, etc.).

- **Coordinating membership management processes**
  Including roster management, dues processing and financial management, academic reporting, chapter performance tracking, and reporting systems.

- **Facilitating joining processes**
  Including knowledge of and playing appropriate roles in Intake, NPC recruitment, and other recruitment systems, new member education, and non-pledging induction systems.

- **Managing expansion and extension of new chapters**
  Including various methods of selection, relevant laws, organization/university expectations for new organizations, engaging alumni, staff, and other stakeholder support, and services and support for new organizations.

- **Closing and reorganizing chapters**
  Including legal rights and responsibilities of, and communications with each stakeholder including alumni, parents, other members, and inter/national and university staff.

- **Managing housing strategies and systems**
  Including a variety of structures for ownership, facility management, financial management, resident supervision, placement, resident contracts, security systems, types of space, options for underserved groups, and interactions with stakeholder groups such as university housing, housing corporations, and chapter leaders.

- **Applying good practice in relevant functional areas**
  Including media relations, service immersion and learning, neighborhood relations, insurance and risk management, marketing and communications, policy and law enforcement, student conduct and investigation procedures, crisis response, alumni engagement, volunteer management, development and fundraising, and financial systems including student fees.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Fraternity/Sorority Systems competency are provided below.

Level 2: Discovery

- Aware of basic elements of each organization and operating practice
- Limited ability to describe more than one approach to each operating practice
- Unable to describe best practices in each operational area
- Unable to describe differences between organizations
- Aware of other functional areas, but may be unfamiliar with services and may have difficulty collaborating

Level 3: Practice

- Lists and describes various approaches in each operational practice
- Describes best practice in each operational and functional area
- Correctly carries out all operational practices in routine situations
- May take extra time to carry out operational practices in complex situations
- Describes differences between organizational structure, policies, and practices, but may have difficulty adapting to differing systems

Level 1: Unknown

- Unfamiliar with organization structures and operating practices outside their own experience
- May apply operational strategies from past experiences to inappropriate contexts
- May recreate systems that are already standardized or available in other places

Level 4: Proficiency

- Easily describes and adapts to differences between each organizations
- Distinguishes between common practice and effective practice in each operational and functional area
- Draws from personal experience with multiple approaches to each operating practice
- Accurately, easily, and consistently manages operating practices in complex situations

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Fraternity/Sorority Systems competency are provided below.

Instruction (10%)	Collect and review local, regional, inter/national, and umbrella association organizing documents
	Collect and review recruitment and new member processes from various organizations
Interactions (20%)	Interview colleagues in multiple functional areas
	Interview colleagues with experience in housing
	Interview students leading and participating in joining processes
Experiences (70%)	Observe recruitment processes and intake events
	Shadow colleagues through expansion processes
	Complete an internship or practicum in another department
	Work one day per week in a different department
	Volunteer for roles with stakeholder groups
	Create summaries of processes for personal guidance

Student Safety

Collegiate fraternal organizations present both challenges and opportunities to enhance student safety on campus. Fraternity/sorority professionals must be familiar with the nature of these issues, the campus partners who work to prevent them, and research-supported strategies for addressing them.

Competencies

- **Describing student safety issues**

  Including describing individual, chapter, community and national data related to alcohol, marijuana, prescription drug, and illegal drug misuse, hazing, vandalism, physical assault, sexual assault, sexual harassment, fire safety, mental health, and event management.

- **Examining student safety issues**

  Including using data, research, theory, and logic to identify multiple causes and contributors of problems in student safety, selecting initiatives targeted to specific student safety problems, articulating intended outcomes and impact of each initiative, addressing ineffective or unsupported approaches, and collaborating with health, wellness, alcohol prevention, and other relevant departments.

- **Employing research-supported approaches to facilitate student safety**

  Including familiarity with relevant higher education publications on student safety issues (e.g., the CollegeAIM Matrix, the NIAAA report, etc.) and developing and aligning initiatives with research and theory on multiple approaches to student safety such as risk reduction, risk prevention, health promotion, health education, peer education, environmental management, liability management, crisis response, incident response and treatment, early intervention teams, and brief motivational interviewing.

- **Managing crisis response procedures**

  Including leading procedures for early intervention, media response, internal communications, victim support, investigation, and conduct, collaborating with relevant stakeholders including law enforcement, conduct, counseling, diversity and inclusion, and public relations staff, and responding to incidents such as fires, sexual assaults, physical assaults, student arrests, student death, bias incidents, free speech issues, protests, and natural disasters.

- **Managing institutional/organizational liability**

  Including communication systems and regular interaction with law enforcement, legal counsel, risk management, public relations, Title IX, and diversity and inclusion staff.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Student Safety competency are provided below.

Level 2: Discovery

- Familiar with local and national data on student safety, but may have difficulty interpreting and applying it
- Aware of major research, theories, and approaches to student safety issues, but may have difficulty using them to describe the design, logic, and strategy behind student safety initiatives
- Lists basic steps in crisis response
- Identifies a variety of potential liability concerns
- Identifies multiple departments working to enhance student safety

Level 3: Practice

- Interprets local and national data to explain student safety issues
- Cites data, research, and theory to explain the design, logic, and strategy behind student safety initiatives
- Uses research, theory, and data to distinguish between effective and ineffective initiatives
- Describes crisis response procedures, but may have difficulty leading them in complex situations
- May have difficulty seeking out new data, engaging partners, and developing comprehensive strategies

Level 1: Unknown

- Unaware of research, evidence, and multiple approaches to student safety
- Unfamiliar with crisis response procedures or liability concerns
- May use risk prevention strategies without intentionality
- May make decisions that worsen student safety issues

Level 4: Proficiency

- Seeks out new data to explain issues related to student safety
- Engages other campus partners to develop initiatives to enhance student safety
- Assesses and adjusts student safety activities
- Develops comprehensive strategy driven by local evidence
- Uses best practice to develop initiatives for enhancing student safety
- Cities national data and research on student safety issues and strategies

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Student Safety competency are provided below.

Instruction (10%)	Attend partner associations events (e.g., ASCA, MOPiP, NASPA)
	Review publications from EverFi, NIAAA, the CollegeAIM Matrix, etc.
	Read publications summarizing various approaches
Interactions (20%)	Interview campus partners, including counseling, health and wellness, alcohol and other drug prevention
	Participate in campus workgroups related to student safety
	Serve on crisis management or early intervention teams
Experiences (70%)	Complete a ride-along program with campus or local police
	Shadow residence hall staff
	Analyze and interpreting data on student safety
	Use research and theory to critique and redesign a past program

Student Learning

College students make significant gains in learning and development in college, and fraternity/sorority membership influences their outcomes. Fraternity/sorority professionals must be able to explain and apply theory, research, and good practice in student learning and development to their advising, training, and educational efforts.

Competencies

- **Applying research and theory on student learning and development**

  Including knowledge and use of research and theory in adult learning, student development, leadership development, identity development, training and development, and trends in student identity and characteristics.

- **Designing and developing learning experiences**

  Including conducting needs assessments, managing instructional design processes, writing learning outcomes, developing logic models, selecting effective learning experiences, writing lesson plans, creating support materials, and assessing and evaluating educational initiatives.

- **Delivering learning through various methods**

  Including facilitation, advising, coaching, mentoring, feedback, and presenting.

- **Using various strategies to facilitate learning**

  Including experiential learning, social learning, e-learning, academic courses, conferences, institutes, retreats, microlearning, and just-in-time systems.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Student Learning competency are provided below.

Level 2: Discovery

- Lists and describes research and theory on student learning
- Lists a variety of learning methods and strategies
- Lists basic elements involved in designing learning experiences, but unable to lead the process
- Has difficulty demonstrating learning methods beyond traditional presentations and advising
- Has difficulty articulating the intent and impact of educational initiatives

Level 3: Practice

- Describes various learning methods and strategies
- Explains appropriate use of each learning method and strategy
- Clearly defines intended outcomes of educational initiatives, but faces difficulty developing assessment plans
- Has difficulty using research and theory to design and develop learning strategies
- Demonstrates ability with multiple learning methods beyond traditional presentations and advising
- Has difficulty prioritizing among multiple learning objectives, strategies, and methods

Level 1: Unknown

- Unfamiliar with theory, research, and good practice in learning and development
- Unaware of most learning techniques and strategies
- May use content or techniques that are inappropriate for the learner or situation

Level 4: Proficiency

- Clearly articulates intended learning outcomes and assessment plans
- Uses research and theory to explain the selection of learning strategies and methods
- Uses research and theory to design and develop learning strategies
- Demonstrates ability to deliver all learning methods
- Easily and quickly prioritizes learning objectives, strategies, and methods

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10 percent of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Student Learning competency are provided below.

Instruction (10%)	Read books and articles on adult learning
	Attend workshops on teaching and learning
Interactions (20%)	Participate in local events with professional associations such as the Association for Talent Development
	Interview instructional designers or teaching/learning professionals
Experiences (70%)	Serve as a teaching assistant or teaching a course
	Facilitate and presenting others' curriculum
	Use research, theory, and data to evaluate an educational initiative
	Participate in development of e-learning programs
	Volunteer on educational planning teams
	Complete education and training outside the field

Program Administration

Fraternity/sorority professionals are responsible for contributing to the core functions of an organizational unit. They must be capable of identifying, managing, planning, and executing the basic duties of a departmental program.

Competencies

- **Managing financial systems**

  Including creating program and department budgets, running accounting processes, identifying new funding sources, reporting financial performance, and allocating funds appropriately.

- **Managing personnel**

  Including engaging and supporting volunteers, collaborating with human resources staff, developing staffing plans, running meetings, using Robert's Rules of Order, and recruiting, selecting, hiring, compensating, training, supervising, and firing employees including student, graduate paraprofessional, support, and professional staff.

- **Managing information systems**

  Including maintaining data storage systems, collecting, securing, maintaining, analyzing, reporting, and complying with legal requirements in sharing information such as membership rosters, stakeholder contracts, conduct records, organization records, and performance in academics, participation, involvement, retention, and student safety.

- **Developing and managing operational systems**

  Including knowledge and application of project management principles, organizing personnel, planning and directing work for the fraternal community, planning programs, allocating resources, monitoring and reporting progress, identifying and filling resource gaps, identifying and addressing inefficiencies, anticipating workflow, communicating with stakeholders, and establishing operational protocols.

- **Maintaining accountability to ethical and operational guidelines**

  Including learning and remaining current on all guidelines adopted by the university/organization and professional associations including AFA's Code of Ethics, avoiding ethically questionable situations, and confronting or reporting violations of ethical or operational guidelines.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Program Administration competency are provided below.

Level 2: Discovery

- Lists and describes administrative functions in the unit, but may find it difficult to explain the rationale behind them
- Unprepared to manage and execute most program administration functions
- Lists and describes ethical guidelines, but may find it difficult to apply to situations
- Identifies concerns and problems, but may find it difficult to act on them
- Aligns work with administrative functions

Level 3: Practice

- Explains the structure, function, and rationale behind each administrative function
- Carries out most program administration functions in routine situations, but may face difficulty with complex situations
- Has difficulty creating, revising, or identifying potential problems with work processes and guidelines
- Applies ethical guidelines to routine situations, but may face difficulty handling complex situations
- Unprepared to identify priorities or strategies for developing program administrative functions

Level 1: Unknown

- Unaware of administrative systems of the unit
- Has difficulty managing time, tasks, and workflow
- May recreate or work around systems that are already established
- May avoid potential concerns and problems rather than addressing them

Level 4: Proficiency

- Carries out all program administration functions in complex and nuanced situations.
- Applies ethical guidelines in complex and nuanced situations.
- Quickly and appropriately creates or revises work processes and guidelines
- Easily and effectively identifies priorities and strategies for developing administrative functions
- Aligns day-to-day work with program administration priorities and long-term, strategic vision

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Program Administration competency are provided below.

Instruction (10%)	Participate in online training on software systems
	Attend employer-provided workshops on supervision
	Attend events such as the Mid-Level Managers Institute
	Take a course on operations management
Interactions (20%)	Engage a coach, mentor, or tutor to provide financial management training
	Interview other unit managers from other universities or organizations
Experiences (70%)	Shadow other unit managers
	Rehearse processes and situations
	Evaluate systems and practices
	Create documents, reports, or summaries to describe work processes

Navigating Complexity

Supporting collegiate fraternal organizations involves working with complex issues that have multiple causes and contributors with no perfect or obvious solutions. Fraternity/sorority professionals must be able to acknowledge, navigate, make quality decisions, and lead through these complex issues.

Competencies

- **Embracing complexity**

  Including seeing the big picture, recognizing multiple influences and their interdependencies, accepting conflicting information, avoiding over-simplifying situations, and acknowledging the limits of one's knowledge and abilities.

- **Thinking critically about situations**

  Including avoiding personal bias, collecting multiple perspectives, searching for conflicting evidence, considering multiple and counterintuitive strategies, consulting research, theory, and good practice, identifying sources of leverage, evaluating intended and unintended consequences, and realistically anticipating long-term impact of decisions.

- **Making decisions in complex situations**

  Including determining priorities for decision-making, identifying sources of leverage, implementing others' ideas, eliminating low-impact options, eliminating one's own ideas, recognizing the limits of one's influence, overcoming analysis paralysis, establishing support, acting with incomplete information, and relying on collaboration and interdependencies.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Navigating Complexity competency are provided below.

Level 2: Discovery

- Identifies some connections between multiple topics and issues, but finds it difficult to see all connections
- Identifies and describe multiple perspectives
- Describes intended and unintended consequences of decisions
- Familiar with relevant research and theories, but unable to use them to develop strategies
- May be able to identify priorities for decision-making, but may be hesitant to select one
- Acknowledges but may be unable to accept conflicting information

Level 3: Practice

- Explains multiple interconnections between topics and issues
- Seeks out multiple perspectives and conflicting information, but may find it difficult to accept
- Considers multiple strategies, but may find it difficult to accept those that are unfamiliar
- Identifies priorities for decision-making and commit to decisions in common situations
- Has some difficulty citing and applying research and theory to develop strategies

Level 1: Unknown

- Unfamiliar with alternate perspectives and may overemphasize their own
- Unable to weigh priorities in decision-making
- Unable to consider more than one explanation or strategy
- May make decisions without regard for unintended consequences
- May rely on or defer decisions to others

Level 4: Proficiency

- Welcomes, considers, and applies conflicting information and unfamiliar strategies
- Identifies and commits to priorities in complex situations
- Easily and accurately applies research and theory to develop strategies
- Identifies, minimizes, and accepts unintended consequences

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Navigating Complexity competency are provided below.

Instruction (10%)	Read books, articles, and reports on multiple analytical approaches
	Participate in training on assessment and data analysis
	Attend programs such as IFI or The Gathering
Interactions (20%)	Interview colleagues and stakeholders about their perspectives
	Engage a coach or mentor to facilitate thinking about complex issues
Experiences (70%)	Participate in a problem-focused workgroup
	Evaluate systems and practices using visual models
	Simulate situations involving difficult decisions

Operating Strategically

There is no shortage of work to be done in supporting collegiate fraternal organizations, and not all work is equal in importance or urgency. Fraternity/sorority professionals must be able to coordinate multiple competing priorities, consider long-term implications of their work, use limited resources intentionally, and organize work in a way that produces the best results.

Competencies

- **Monitoring and adapting to trends**
  Including searching for and identifying trends in the fraternal community, in higher education, in the university/organization, and among college students, anticipating how trends will impact the university/organization, and aligning plans and work to adapt to trends.

- **Defining priorities for allocating resources**
  Including researching and identifying university/organization needs, articulating strategic objectives, developing principles to guide decisions and resource allocations, eliminating unnecessary services despite their popularity, and limiting time and energy on low-impact work.

- **Implementing long-term plans**
  Including developing strategic objectives, using principles to guide initiatives, monitoring performance and progress, aligning support and resources, aligning daily activities around operational strategy, limiting time on urgent and less important work, celebrating milestones, and adjusting plans as needed.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Operating Strategically competency are provided below.

Level 2: Discovery

- Lists common issues and trends in higher education, among college students or in the fraternal community, but is unable to anticipate future trends and priorities
- List and describes organization/community needs and objectives, but unable to assess and prioritize them
- Identifies low priority work, but may have difficulty abandoning it

Level 3: Practice

- May find it difficult to accurately anticipate future trends and priorities
- Regularly allocates time away from low-impact towards high-impact work
- Assesses community needs and identifies priorities
- Has difficulty using needs assessment and priorities to develop strategies and plans

Level 1: Unknown

- May emphasize theoretical and low-impact work rather than strategic work
- May rely on tactical plans and to do lists rather than strategic plans
- Unaware of the need for prioritizing resources
- Unaware of trends in higher education, among college students, and in the fraternal community
- Unfamiliar with assessed needs of the community, and may rely on supposed needs or personal priorities

Level 4: Proficiency

- Anticipate future trends and priorities and adjust work accordingly
- Quickly and appropriately develops strategies and plans based on community needs and priorities
- Communicates strategy, monitor progress, and celebrate milestones
- Spends most of their time on high-impact work

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Operating Strategically competency are provided below.

Instruction (10%)	Attend programs such as IFI or the Gathering
	Read books, articles, and research on strategy and long term planning
	Attend employer workshops on its strategic plan
Interactions (20%)	Interview colleagues and stakeholders about needs and concerns
	Develop a project jointly with another department
	Interview trained strategic planning professionals
Experiences (70%)	Create a master list of current trends in fraternal community
	Evaluate all current practices according to the strategic plan
	Review and summarize all materials from predecessors

Driving Results

Universities and fraternal organizations are being called to demonstrate measurable progress in the many issues they face. Fraternity/sorority professionals must be able to deliver on institutional/organizational outcomes and demonstrate effective use of institutional/organizational resources.

Competencies

- **Assessing and reporting outcomes**
  Including defining learning and impact outcomes for every activity, developing data collection instruments (e.g., surveys, polls, journals, monitoring online and office traffic, time tracking, etc.), gathering data, analyzing and interpreting data, compiling assessment reports, incorporating results into communication systems, and using data to improve work.

- **Organizing work around institutional/organizational priorities**
  Including being able to articulate institutional/organizational priorities, aligning programs with institutional/organizational outcomes, discontinuing activities that do not support institutional/organizational priorities, managing time across tasks at all levels of importance and urgency, and avoiding taking on responsibilities that belong to students.

- **Prioritizing high impact initiatives**
  Including discontinuing low-impact services, selecting services and initiatives based on research and evidence of effectiveness, using environmental management approaches, and prioritizing initiatives that influence all students continuously over one-time efforts with a subset of students.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Driving Results competency are provided below.

Level 2: Discovery

- Describes intent and outcomes of activities
- Lists and describes institutional/organizational outcomes, but may find it difficult to apply
- Lists and describes the assessment cycle, but unprepared to carry out each step
- Determines the importance and urgency of tasks, but may find it difficult to focus on important but not urgent tasks
- Determines which high impact initiatives are most important
- Has difficulty prioritizing environmental management and research supported initiatives over common practices

Level 3: Practice

- Explains the connection between institutional/organizational outcomes and the intent and outcomes of each activity
- May find it difficult to carry out some tasks in the assessment cycle
- Identifies and eliminates projects and tasks that do not align with institutional/organizational objectives
- Identifies and carries out environmental management and research-supported practices

Level 1: Unknown

- Uninterested in defining outcomes or assessing performance
- Unfamiliar with institutional/organizational objectives
- Unaware of assessment practices
- Unable to evaluate importance or urgency of tasks
- May take projects that are irrelevant or unimportant to institutional/organizational objectives

Level 4: Proficiency

- Easily and correctly carries out each step in the assessment cycle
- Defines and selects projects based on their contribution to institutional/organizational outcomes
- Defines and communicates direct impact of work on institutional/organizational outcomes

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Driving Results competency are provided below.

Instruction (10%)	Read books and articles on assessment
	Attend employer workshops on assessment and planning
	Review research on effective practices
Interactions (20%)	Interview upper level staff about priorities and objectives
	Interview institutional research or assessment staff
	Participate in assessment or planning work groups
Experiences (70%)	Conduct program assessments
	Evaluate each initiative using institutional/organizational objectives
	Prepare assessment reports for the unit

Working across Differences

College fraternal organizations influence a diverse population of students and are supported by various stakeholders with contrasting viewpoints. Fraternity/sorority professionals must be able to engage productively with those who have differing experiences and views to create environments where people are valued, respected, treated with dignity, and given the opportunity to participate fully in the community.

Competencies

- **Embracing our differences**
  Including acknowledging, learning about, and interacting with people from all cultures, ability statuses, ages, gender identities and expressions, sexual orientations, religions, ethnicities, political ideologies, immigration statuses, socio-economic statuses, and the intersectionality of multiple identities, recognizing one's own bias and privilege, learning to understand the rich history and dynamics of various types of collegiate fraternal organizations, and engaging in opportunities which enhance cultural competence.

- **Facilitating interactions across differences**
  Including knowing the dynamics of cross cultural and inclusion-related conflicts, building trust among group members, promoting cooperation and collaboration, accepting and navigating conflict between differing viewpoints with civility, applying listening and inquiry skills, and developing behaviors, attitudes, and policies that align to enable members to work effectively across differences.

- **Advocating for inclusive policies, practices, and learning environments**
  Including adapting practices to accommodate differences, removing barriers to participation, actively engaging and giving voice to diverse perspectives, explaining the impact and relevance of policy and procedural decisions on different groups, and providing equitable advisement of organizations and councils.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Working across Differences competency are provided below.

Level 2: Discovery

- Names and describes differences represented in the university/organization
- Describes how some systems impact people differently, but may find it difficult to adjust
- Recognizes that personal values may not align with professional values in practice, but unable to understand how to adapt practices accordingly
- May find it difficult and may be unprepared to engage in dialogue across differences with others
- May have limited interest in reading diverse periodicals or has limited interactions outside of one's comfort zone.or assumed expertise
- Names and describes the impact of personal bias, privilege, power, and perspective, but may not know how to adapt their practices accordingly

Level 3: Practice

- Regularly learns, communicates, and engages with people from different backgrounds
- Identifies changes to policies and procedures that would more equitably serve various groups and individuals
- Demonstrates professional demeanor in behavior, appearance, and communication through and after conflicts
- Recognizes and communicates their understanding of the importance of difference in shaping life experiences for groups and individuals
- Identifies and describes perspectives of those who are underserved

Levels of Competence (Continued)

Level 1: Unknown

- Unable to acknowledge or describe personal bias, privilege, or perspective and its impact
- Unfamiliar with relevant experiences various demographics represented in the organization/university
- May use language, ideas, and references that are insensitive to others
- May overlook some perspectives and backgrounds
- Creates environments that are not respected, embraced or valued

Level 4: Proficiency

- Recognizes that one's cultural structure and values may marginalize and oppress or create or enhance privilege and power
- Actively seeks out different perspectives, including those that are typically unheard
- Advocates for underserved perspectives and backgrounds
- Understands the dynamics of cross-cultural and inclusion-related conflicts, tensions, misunderstandings, or opportunities
- Is self-aware so as to eliminate the influence of personal biases and values when working and dialoguing with diverse groups and individuals
- Actively addresses implicit bias on both individual and institutional/organizational levels
- Designs policies and procedures that impact groups equitably

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Working across Differences competency are provided below.

Instruction (10%)	Read books and articles on other cultures
	Participate in social justice and safe zone training
	Seek development opportunities from Employee Assistance Programs (EAP) and conference workshops about other organizational systems and operations
Interactions (20%)	Interview colleagues and stakeholders from different backgrounds
	Attend and participate in events, programs/workshops, or classes sponsored by underserved or marginalized groups
	Follow experts on diversity, inclusion, and social justice through social media and educational videos
Experiences (70%)	Take on a volunteer role with an unfamiliar organization
	Shadow or assist with a special project led by diversity and inclusion staff
	Evaluate current policies and procedures for explicit biases, oppression, alienation, or power/privilege structures towards creating relevant strategies that reflect the needs and interests of diverse people and addresses the unequal impacts of difference among groups
	Reflect on direct personal experiences with diversity, inclusion, and social justice and integrate best practices that help develop intercultural and global competency
	Create formal partnerships with campus and community organizations that encourage staff, faculty and students to become actively engaged with the development of policies, program design, and service delivery

Collaborating with Stakeholders

Fraternities and sororities are supported by a network of stakeholders who each have their own authority, perspective, priorities, and interest in the community. Professionals who work with these organizations must take personal responsibility for working collaboratively with each stakeholder group in order to capitalize on shared interests and navigate conflicting priorities.

Competencies

- **Explaining the role, purpose, perspectives, priorities, relationships, and interests of stakeholders**
  Including fraternity/sorority members, fraternity/sorority leaders, alumni, alumni associations, advisory boards, housing corporations, campus partners in various departments (e.g., residence life, law enforcement, risk management, conduct, admissions, orientation, activities, leadership programs, service, institutional research, media relations, academic success, etc.), headquarters staff, inter/national volunteers, volunteer advisors, vendors, umbrella associations, professional associations, etc.

- **Cultivating and maintaining relationships with stakeholders**
  Including initiating direct personal relationships, communicating and sharing information frequently, and creating opportunities to engage each stakeholder in our work.

- **Forming partnerships with stakeholder groups**
  Including identifying shared goals and priorities across departments and stakeholders, merging duplicate services, reconciling conflicting practices, enlisting participation in relevant projects, and developing joint initiatives across departments.

- **Navigating conflict**
  Including seeking to understand and maintaining professionalism when others choose not to collaborate, advocating for the unique needs of each stakeholder, recognizing and addressing sources of conflict, and leaning into interpersonal conflict when necessary.

- **Working with each stakeholder**
  Including listening, negotiating, navigating political influences, influencing others, developing teams, monitoring and managing emotion, developing rapport, resolving conflict, correcting mistakes, and responding to concerns.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Collaborating with Stakeholders competency are provided below.

Level 2: Discovery

- Lists and describes the role of each stakeholder in supporting the fraternity/sorority community
- Identifies opportunities for partnerships and shared services
- May handle conflict professionally, but may be unable to resolve it
- Establishes personal contact with each stakeholder

Level 3: Practice

- Identifies, manages, and resolves potential sources of conflict
- Identifies political influences, but may find it difficult to navigate them
- Regularly initiates communication and interaction with each stakeholder
- Articulates shared goals of each department and stakeholder
- Develops working relationships with each stakeholder, but may find it difficult to establish formal partnerships

Level 1: Unknown

- Unfamiliar with the services and initiatives of other departments
- Unaware of the potential for partnerships with other departments and services
- Unable to describe the priorities of stakeholders
- May duplicate initiatives that exist elsewhere
- May become territorial or confrontational when working with other stakeholders

Level 4: Proficiency

- Easily and appropriately navigates political influences
- Actively seeks input and participation from each stakeholder
- Actively pursues new partnerships with stakeholder groups
- Works to institutionalize partnerships and shared services
- Embraces conflict and maintains working relationships through conflict

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10% of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Collaborating with Stakeholders competency are provided below.

Instruction (10%)	Attend training program for housing corporation leaders
	Read books and articles deemed essential by each functional area
	Review reports and attend workshops provided by other functional areas
Interactions (20%)	Interview stakeholders about their priorities and goals
	Initiate a joint project with another department or stakeholder
	Engage a coach or mentor for guidance navigating political influences
Experiences (70%)	Complete an internship or practicum with a different functional area
	Take on a volunteer role with a stakeholder group
	Shadow supervisors while working through conflict
	Attend and observe meetings of stakeholder groups
	Create a list and diagram of fraternal community partners

Driving Vision and Purpose

Facilitating continuous improvement in fraternity/sorority life requires interpersonal skills to align stakeholders around shared aspirations for the future. Fraternity/sorority professionals must be able to dream, create, articulate, design, and champion a vision and milestones for fraternal organizations that support their mission and values.

Competencies

- **Generating support for vision and purpose**

  Including articulating vision and purpose, aligning staff and stakeholders around common aspirations, motivating others to work towards vision and purpose, identifying shared goals and objectives, and maintaining an executive presence to champion vision and purpose.

- **Facilitating continuous improvement**

  Including identifying goals and milestones, using change management and continuous improvement strategies, being resourceful when options are limited, identifying opportunities to make progress, and communicating and celebrating progress.

- **Connecting work to fraternal purpose**

  Including articulating the purpose of fraternal organizations, sharing personal commitment to the purpose of fraternal organizations, explaining how work contributes to the purpose, mission, and values of fraternal organizations, and guiding others in explaining the connection between their work and the purpose of the organization.

Levels of Competence

Professionals move through four stages as they develop competences. A description of each stage is provided on the previous page, and specific examples related to the Driving Vision and Purpose competency are provided below.

Level 2: Discovery

- Identifies opportunities to facilitate achievement of vision and purpose in daily activities
- Lists and describes aspirations and goals of community members
- Identifies goals and milestones, but may be unable to effectively meet them
- Lists multiple change management and continuous improvement strategies

Level 3: Practice

- Aligns daily work with vision and purpose
- Uses multiple techniques to generate buy-in to the vision and purpose
- Applies a variety of change management and continuous improvement strategies to work towards goals and milestones
- Uses community aspirations and goals to organize the work of the university/organization

Level 1: Unknown

- Unaware of the aspirations and goals of community members
- Unable to articulate a larger vision or clear purpose for work activities
- May accept problems or concerns as status quo

Level 4: Proficiency

- Consistently shares vision and purpose with others
- Aligns day to day work with mission and purpose, seamlessly
- Develops and implements long term plans to achieve vision and purpose
- Leads community members in defining their aspirations and goals

Professional Development Opportunities

Professional development can take place in three ways: receiving instruction, interacting with others, and engaging in direct experience. Professionals should engage in these activities in different amounts: approximately 10 percent of time should be spent on instruction, 20% on interactions, and 70% on direct experience. A description of each activity is provided in the introduction, and specific examples related to the Driving Vision and Purpose competency are provided below.

Instruction (10%)	Attend programs such as IFI or The Gathering
	Review files of predecessors
	Attend programs and workshops on visioning and fraternal purpose
	Review industry documents such as the Call for Values Congruence
Interactions (20%)	Interview colleagues and stakeholders about their aspirations and goals
	Interview upper level staff about their perspective on the future of fraternity/sorority life
	Facilitate or observe programs such as UIFI, LeaderShape, or IMPACT
	Engage a mentor to guide professional development in the profession
	Serve as a mentor to guide others' professional development in the profession
Experiences (70%)	Shadow leaders of other units while talking about their vision and goals
	Evaluate current policies and practices using vision and purpose
	Rehearse discussions about vision and purpose with colleagues
	Write about personal vision
	Reflect on observations of others communicating vision and purpose

Professional Development Planning Guide

Use the following five steps to guide yourself through the self-assessment and professional development planning process.

1. **Prioritize competencies based on the current or desired position.**

   Review the self assessment guide on the next page. Determine whether the competency stated in each row is essential, important, or peripheral to the position. This can be completed with reference to your current position or to a position you desire in the future. Write the answer in each row.

   - Essential competencies are necessary to the job as defined by the job duties and daily activities.
   - Important competencies are helpful and valuable to completing daily activities, but would not be minimum requirements.
   - Peripheral competencies might be valuable, but they are not regularly or directly used in daily activities to fulfill the responsibilities of the job.

2. **Self-assess the stage of development in each essential competency area.**

   Review the competency in each row you marked as essential, read the complete description, and use the key at the top to rate your current level of ability in that area from level 1 through level 4. It may be helpful to highlight, circle, or underline the elements of each competency you need to work on. You may also repeat this process using the items you determined to be important and peripheral.

3. **Review and confirm the results with a supervisor or mentor.**

   Invite a supervisor, peer, or colleague to complete steps 1 and 2, and meet to compare your results. Work together to reconcile which competencies are essential, important, and peripheral to the role, and then ask for feedback about areas where your ratings of competence differ.

4. **Use the suggested experiences to create a professional development plan in up to three areas.**

   Using the feedback from your supervisor, peer, or colleague, identify no more than three areas where you would like to develop. Find the description of this competency in the manual, and review the Professional Development Opportunities section. You should also review the general examples on page 6. Use these examples and opportunities to identify instruction, interactions, and experiences you can pursue in the next 6 months. Develop a plan and review it with your supervisor or mentor.

5. **Engage in experiences and incorporate lessons into professional practice.**

   As you complete each activity, reflect on your experience to document what you learned and what skills you developed as a result. Look for opportunities to align your daily practice with these lessons. Summarize the results and meet with a supervisor, peer, or colleague to discuss them. Reread the descriptions of each level to confirm whether you advanced in this competency. If you did not, continue learning and reflecting. If you did, repeat the process and move on to your next professional development plan.

Competencies Assessment Worksheet

<table>
<tr><td colspan="2"><strong style="color:red">Governance</td><td></td></tr>
<tr>
<td>
Essential: necessary to complete job duties
Important: helpful but not required in job duties
Peripheral: helpful but not used in job duties
</td>
<td colspan="2">
<strong style="color:blue">Level 1: Unknown   Unfamiliar with most of these items
<strong style="color:blue">Level 2: Discovery   Working familiarity with basic concepts in most of these areas
<strong style="color:blue">Level 3: Practice   Applied experience with details and nuances in most of these areas
<strong style="color:blue">Level 4: Proficiency   Deep understanding and extensive direct experience in all of these areas
</td>
</tr>
</table>

	Level				Competency	Description
	1	2	3	4	Applying relevant federal laws	Including freedom of association, freedom of speech, free speech zones, freedom of information, Title IX and single gender exceptions, intellectual property, copyright and trademark, student privacy, FERPA/HIPPA, taxation and finance (e.g., IRS 990, filing requirements for non-profit organizations, corporate structures for foundations and non-profits, etc.), Fair Labor Standards Act, Clery Act, anti-discrimination, disability, whistleblower, and current legislative topics such as REACH and CHIA.
	1	2	3	4	Applying relevant state laws	Including those regarding hazing, alcohol, marijuana, other controlled substances, financial standards, freedom of information, criminal statutes, and current topics.
	1	2	3	4	Applying relevant local laws and ordinances	Including those regarding alcohol, zoning, noise, campus and local law enforcement relationships and current topics.
	1	2	3	4	Applying university/organization policy for individuals and organizations	Including student code of conduct, organization code of conduct, event planning guidelines, travel regulations, conduct violation procedures, liability waivers, risk management policies, insurance requirements, chapter performance expectations, position statements, financial management standards, and membership eligibility.
	1	2	3	4	Applying stakeholder expectations	Including inter/national organizations, universities, inter/national umbrella associations, housing corporations, alumni associations, graduate/alumni chapters, local, regional, or national advisory groups, and professional associations.
	1	2	3	4	Navigating overlapping scopes of authority among multiple entities	Including awareness of each entity, ability to explain their scope of authority, and ability to navigate competing expectations.
	1	2	3	4	Managing compliance	Including complying with all relevant expectations, understanding the role in enforcing stakeholders' expectations, aligning practices with expectations, and using accountability systems to address violations.

Competencies Assessment Worksheet

Fraternity/Sorority Systems	

Essential: necessary to complete job duties	**Level 1: Unknown** Unfamiliar with most of these items
Important: helpful but not required in job duties	**Level 2: Discovery** Working familiarity with basic concepts in most of these areas
Peripheral: helpful but not used in job duties	**Level 3: Practice** Applied experience with details and nuances in most of these areas
	Level 4: Proficiency Deep understanding and extensive direct experience in all of these areas

	1	2	3	4		
	1	2	3	4	Navigating fraternal community organization structures	Including knowledge and application of mission, purpose, values, ritual, history, operating philosophies, authority, and organization structures of each local, regional, and inter/national organization, each umbrella association (e.g., NALFO, NAPA, NIC, NMGC, NPC, NPHC, etc.), relevant professional associations (e.g., AFA, FEA, NASPA Knowledge Community, etc.), and regional conferences (e.g., AFLV, NGLA, NBGLC, NCGLC, SEIFC, CCWL, etc.).
	1	2	3	4	Coordinating membership management processes	Including roster management, dues processing and financial management, academic reporting, chapter performance tracking, and reporting systems.
	1	2	3	4	Facilitating joining processes	Including knowledge of and playing appropriate roles in Intake, NPC recruitment, and other recruitment systems, new member education, and non-pledging induction systems.
	1	2	3	4	Managing expansion and extension of new chapters	Including various methods of selection, relevant laws, organization/university expectations for new organizations, engaging alumni, staff, and other stakeholder support, and services and support for new organizations.
	1	2	3	4	Closing and reorganizing chapters	Including legal rights and responsibilities of, and communications with each stakeholder including alumni, parents, other members, and inter/national and university staff.
	1	2	3	4	Managing housing strategies and systems	Including a variety of structures for ownership, facility management, financial management, resident supervision, placement, resident contracts, security systems, types of space, options for underserved groups, and interactions with stakeholder groups such as university housing, housing corporations, and chapter leaders.
	1	2	3	4	Applying good practice in relevant functional areas	Including complying with all relevant expectations, understanding the role in enforcing stakeholders' expectations, aligning practices with expectations, and using accountability systems to address violations.

Student Safety

	Essential: necessary to complete job duties	Level 1: Unknown	Unfamiliar with most of these items

Essential: necessary to complete job duties

Important: helpful but not required in job duties

Peripheral: helpful but not used in job duties

Level 1: Unknown — Unfamiliar with most of these items

Level 2: Discovery — Working familiarity with basic concepts in most of these areas

Level 3: Practice — Applied experience with details and nuances in most of these areas

Level 4: Proficiency — Deep understanding and extensive direct experience in all of these areas

	1	2	3	4	Describing student safety issues	Including describing individual, chapter, community and national data related to alcohol, marijuana, prescription drug, and illegal drug misuse, hazing, vandalism, physical assault, sexual assault, sexual harassment, fire safety, mental health, and event management.
	1	2	3	4	Examining student safety issues	Including using data, research, theory, and logic to identify multiple causes and contributors of problems in student safety, selecting initiatives targeted to specific student safety problems, articulating intended outcomes and impact of each initiative, addressing ineffective or unsupported approaches, and collaborating with health, wellness, alcohol prevention, and other relevant departments.
	1	2	3	4	Employing research-supported approaches to facilitate student safety	Including familiarity with relevant higher education publications on student safety issues (e.g., the CollegeAIM Matrix, the NIAAA report, etc.) and developing and aligning initiatives with research and theory on multiple approaches to student safety such as risk reduction, risk prevention, health promotion, health education, peer education, environmental management, liability management, crisis response, incident response and treatment, early intervention teams, and brief motivational interviewing.
	1	2	3	4	Managing crisis response procedures	Including leading procedures for early intervention, media response, internal communications, victim support, investigation, and conduct, collaborating with relevant stakeholders including law enforcement, conduct, counseling, diversity and inclusion, and public relations staff, and responding to incidents such as fires, sexual assaults, physical assaults, student arrests, student death, bias incidents, free speech issues, protests, and natural disasters.
	1	2	3	4	Closing and reorganizing chapters	Including legal rights and responsibilities of, and communications with each stakeholder including alumni, parents, other members, and inter/national and university staff.
	1	2	3	4	Managing institutional/organizational liability	Including communication systems and regular interaction with law enforcement, legal counsel, risk management, public relations, Title IX, and diversity and inclusion staff.

Competencies Assessment Worksheet

Student Learning	

Essential: necessary to complete job duties	Level 1: Unknown	Unfamiliar with most of these items
Important: helpful but not required in job duties	Level 2: Discovery	Working familiarity with basic concepts in most of these areas
	Level 3: Practice	Applied experience with details and nuances in most of these areas
Peripheral: helpful but not used in job duties	Level 4: Proficiency	Deep understanding and extensive direct experience in all of these areas

	1	2	3	4	Applying research and theory on student learning and development	Including knowledge and use of research and theory in adult learning, student development, leadership development, identity development, training and development, and trends in student identity and characteristics.
	1	2	3	4	Designing and developing learning experiences	Including conducting needs assessments, managing instructional design processes, writing learning outcomes, developing logic models, selecting effective learning experiences, writing lesson plans, creating support materials, and assessing and evaluating educational initiatives.
	1	2	3	4	Delivering learning through various methods	Including facilitation, advising, coaching, mentoring, feedback, and presenting.
	1	2	3	4	Appropriate use of various strategies to facilitate learning	Including experiential learning, social learning, e-learning, academic courses, conferences, institutes, retreats, microlearning, and just-in-time systems.

Program Administration

Essential: necessary to complete job duties	**Level 1: Unknown**	Unfamiliar with most of these items
Important: helpful but not required in job duties	**Level 2: Discovery**	Working familiarity with basic concepts in most of these areas
	Level 3: Practice	Applied experience with details and nuances in most of these areas
Peripheral: helpful but not used in job duties	**Level 4: Proficiency**	Deep understanding and extensive direct experience in all of these areas

	1	2	3	4	Managing financial systems	Including creating program and department budgets, running accounting processes, identifying new funding sources, reporting financial performance, and allocating funds appropriately.
	1	2	3	4	Managing personnel	Including engaging and supporting volunteers, collaborating with human resources staff, developing staffing plans, running meetings, using Robert's Rules of Order, and recruiting, selecting, hiring, compensating, training, supervising, and firing employees including student, graduate paraprofessional, support, and professional staff.
	1	2	3	4	Managing information systems	Including maintaining data storage systems, collecting, securing, maintaining, analyzing, reporting, and complying with legal requirements in sharing information such as membership rosters, stakeholder contracts, conduct records, organization records, and performance in academics, participation, involvement, retention, and student safety.
	1	2	3	4	Developing and managing operational systems	Including knowledge and application of project management principles, organizing personnel, planning and directing work for the fraternal community, planning programs, allocating resources, monitoring and reporting progress, identifying and filling resource gaps, identifying and addressing inefficiencies, anticipating workflow, communicating with stakeholders, and establishing operational protocols.
	1	2	3	4	Maintaining accountability to ethical and operational guidelines	Including learning and remaining current on all guidelines adopted by the university/organization and professional associations including AFA's Code of Ethics, avoiding ethically questionable situations, and confronting or reporting violations of ethical or operational guidelines.

Competencies Assessment Worksheet

Navigating Complexity	

Essential: necessary to complete job duties	**Level 1: Unknown**	Unfamiliar with most of these items
Important: helpful but not required in job duties	**Level 2: Discovery**	Working familiarity with basic concepts in most of these areas
	Level 3: Practice	Applied experience with details and nuances in most of these areas
Peripheral: helpful but not used in job duties	**Level 4: Proficiency**	Deep understanding and extensive direct experience in all of these areas

	1	2	3	4		
	1	2	3	4	Embracing complexity	Including seeing the big picture, recognizing multiple influences and their interdependencies, accepting conflicting information, avoiding over-simplifying situations, and acknowledging the limits of one's knowledge and abilities.
	1	2	3	4	Thinking critically about situations	Including avoiding personal bias, collecting multiple perspectives, searching for conflicting evidence, considering multiple and counterintuitive strategies, consulting research, theory, and good practice, identifying sources of leverage, evaluating intended and unintended consequences, and realistically anticipating long-term impact of decisions.
	1	2	3	4	Making decisions in complex situations	Including determining priorities for decision-making, identifying sources of leverage, implementing others' ideas, eliminating low-impact options, eliminating one's own ideas, recognizing the limits of one's influence, overcoming analysis paralysis, establishing support, acting with incomplete information, and relying on collaboration and interdependencies.

Operating Strategically

Essential: necessary to complete job duties

Important: helpful but not required in job duties

Peripheral: helpful but not used in job duties

Level 1: Unknown — Unfamiliar with most of these items

Level 2: Discovery — Working familiarity with basic concepts in most of these areas

Level 3: Practice — Applied experience with details and nuances in most of these areas

Level 4: Proficiency — Deep understanding and extensive direct experience in all of these areas

	1	2	3	4		
	1	2	3	4	Monitoring and adapting to trends	Including searching for and identifying trends in the fraternal community, in higher education, in the university/organization, and among college students, anticipating how trends will impact the university/organization, and aligning plans and work to adapt to trends.
	1	2	3	4	Defining priorities for allocating resources	Including researching and identifying university/organization needs, articulating strategic objectives, developing principles to guide decisions and resource allocations, eliminating unnecessary services despite their popularity, and limiting time and energy on low-impact work.
	1	2	3	4	Implementing long-term plans	Including developing strategic objectives, using principles to guide initiatives, monitoring performance and progress, aligning support and resources, aligning daily activities around operational strategy, limiting time on urgent and less important work, celebrating milestones, and adjusting plans as needed.

Competencies Assessment Worksheet

Driving Results	

Essential: necessary to complete job duties

Important: helpful but not required in job duties

Peripheral: helpful but not used in job duties

Level 1: Unknown — Unfamiliar with most of these items

Level 2: Discovery — Working familiarity with basic concepts in most of these areas

Level 3: Practice — Applied experience with details and nuances in most of these areas

Level 4: Proficiency — Deep understanding and extensive direct experience in all of these areas

	1	2	3	4		
	1	2	3	4	Assessing and reporting outcomes	Including defining learning and impact outcomes for every activity, developing data collection instruments (e.g., surveys, polls, journals, monitoring online and office traffic, time tracking, etc.), gathering data, analyzing and interpreting data, compiling assessment reports, incorporating results into communication systems, and using data to improve work.
	1	2	3	4	Organizing work around institutional/ organizational priorities	Including being able to articulate institutional/ organizational priorities, aligning programs with institutional/organizational outcomes, discontinuing activities that do not support institutional/organizational priorities, managing time across tasks at all levels of importance and urgency, and avoiding taking on responsibilities that belong to students.
	1	2	3	4	Prioritizing high impact initiatives	Including discontinuing low-impact services, selecting services and initiatives based on research and evidence of effectiveness, using environmental management approaches, and prioritizing initiatives that influence all students continuously over one-time efforts with a subset of students.

Working across Differences

Essential: necessary to complete job duties

Important: helpful but not required in job duties

Peripheral: helpful but not used in job duties

Level 1: Unknown — Unfamiliar with most of these items

Level 2: Discovery — Working familiarity with basic concepts in most of these areas

Level 3: Practice — Applied experience with details and nuances in most of these areas

Level 4: Proficiency — Deep understanding and extensive direct experience in all of these areas

	1	2	3	4	Embracing our differences	Including acknowledging, learning about, and interacting with people from all cultures, ability statuses, ages, gender identities and expressions, sexual orientations, religions, ethnicities, political ideologies, immigration statuses, socio-economic statuses, and the intersectionality of multiple identities, recognizing one's own bias and privilege, learning to understand the rich history and dynamics of various types of collegiate fraternal organizations, and engaging in opportunities which enhance cultural competence.
	1	2	3	4	Facilitating interactions across differences	Including knowing the dynamics of cross cultural and inclusion-related conflicts, building trust among group members, promoting cooperation and collaboration, accepting and navigating conflict between differing viewpoints with civility, applying listening and inquiry skills, and developing behaviors, attitudes, and policies that align to enable members to work effectively across differences.
	1	2	3	4	Advocating for inclusive policies, practices, and learning environments	Including adapting practices to accommodate differences, removing barriers to participation, actively engaging and giving voice to diverse perspectives, explaining the impact and relevance of policy and procedural decisions on different groups, and providing equitable advisement of organizations and councils.

Collaborating with Stakeholders

Essential: necessary to complete job duties	**Level 1: Unknown** — Unfamiliar with most of these items
Important: helpful but not required in job duties	**Level 2: Discovery** — Working familiarity with basic concepts in most of these areas
Peripheral: helpful but not used in job duties	**Level 3: Practice** — Applied experience with details and nuances in most of these areas
	Level 4: Proficiency — Deep understanding and extensive direct experience in all of these areas

	1	2	3	4		
	1	2	3	4	Explaining the role, purpose, perspectives, priorities, relationships, and interests of stakeholders	Including fraternity/sorority members, fraternity/sorority leaders, alumni, alumni associations, advisory boards, housing corporations, campus partners in various departments (e.g., residence life, law enforcement, risk management, conduct, admissions, orientation, activities, leadership programs, service, institutional research, media relations, academic success, etc.), headquarters staff, inter/national volunteers, volunteer advisors, vendors, umbrella associations, professional associations, etc.
	1	2	3	4	Cultivating and maintaining relationships with stakeholders	Including initiating direct personal relationships, communicating and sharing information frequently, and creating opportunities to engage each stakeholder in our work.
	1	2	3	4	Forming partnerships with stakeholder groups	Including identifying shared goals and priorities across departments and stakeholders, merging duplicate services, reconciling conflicting practices, enlisting participation in relevant projects, and developing joint initiatives across departments.
	1	2	3	4	Navigating conflict	Including seeking to understand and maintaining professionalism when others choose not to collaborate, advocating for the unique needs of each stakeholder, recognizing and addressing sources of conflict, and leaning into interpersonal conflict when necessary.
	1	2	3	4	Working with each stakeholder	Including listening, negotiating, navigating political influences, influencing others, developing teams, monitoring and managing emotion, developing rapport, resolving conflict, correcting mistakes, and responding to concerns.

Driving Vision and Purpose

Essential: necessary to complete job duties

Important: helpful but not required in job duties

Peripheral: helpful but not used in job duties

Level 1: Unknown — Unfamiliar with most of these items

Level 2: Discovery — Working familiarity with basic concepts in most of these areas

Level 3: Practice — Applied experience with details and nuances in most of these areas

Level 4: Proficiency — Deep understanding and extensive direct experience in all of these areas

	1	2	3	4		
	1	2	3	4	Generating support for vision and purpose	Including articulating vision and purpose, aligning staff and stakeholders around common aspirations, motivating others to work towards vision and purpose, identifying shared goals and objectives, and maintaining an executive presence to champion vision and purpose.
	1	2	3	4	Facilitating continuous improvement	Including identifying goals and milestones, using change management and continuous improvement strategies, being resourceful when options are limited, identifying opportunities to make progress, and communicating and celebrating progress.
	1	2	3	4	Connecting work to fraternal purpose	Including articulating the purpose of fraternal organizations, sharing personal commitment to the purpose of fraternal organizations, explaining how work contributes to the purpose, mission, and values of fraternal organizations, and guiding others in explaining the connection between their work and the purpose of the organization.