Students Leadership Competencies

Seemiller, C. (2014). *The student leadership competencies guidebook: Designing intentional leadership learning and development.* San Francisco, CA: John Wiley & Sons, Inc.

The Student Leadership Competencies consist of sixty competency areas within eight categories. Each of the sixty competency areas includes four competencies that reflect each of the following dimensions:
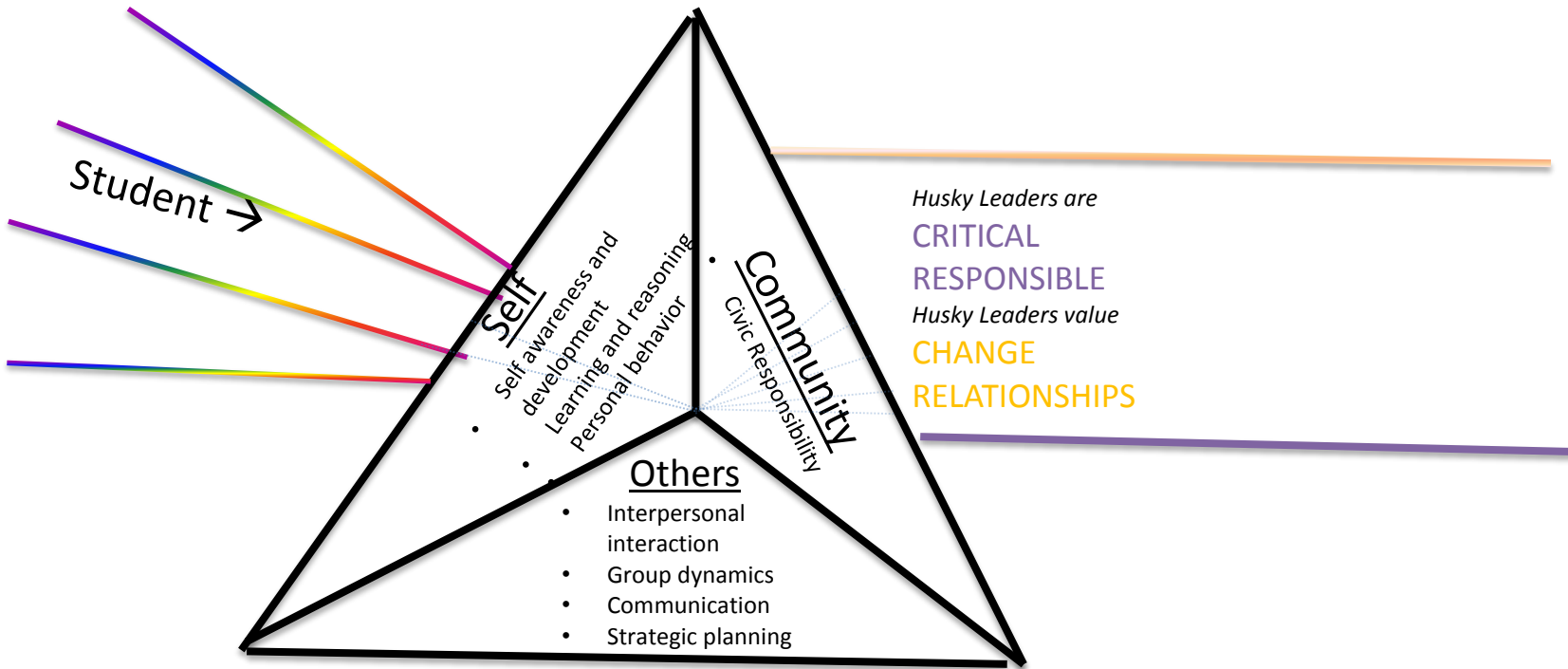
1. Knowledge: Knowledge of or understanding of the value of a competency.
    - Do I know how to effectively execute the behavior related to this competency?

2. Value: Value placed on a competency.
    - Do I believe this competency is important?

3. Ability (motivation or skill): Internal motivation to engage in a certain behavior or the skill level to perform a certain behavior.
    - Do I have the ability, either the motivation within myself or the skill I need, to be able to effectively execute the behavior related to this competency?

4. Behavior: Engagement in a certain behavior.
    - Do I effectively engage in this competency when an appropriate situation arises?

Learning and Reasoning	Self-awareness and Development	Interpersonal Interaction	Group Dynamics
Research	Self-understanding	Productive relationships	Organizational behavior
Other perspectives	Personal values	Appropriate interaction	Power dynamics
Reflection and Application	Personal contributions	Helping others	Group development
Systems Thinking	Scope of competence	Empathy	Creating change
Analysis	Receiving feedback	Mentoring	
Synthesis	Self-development	Motivation	
Evaluation		Others' Contributions	
Idea generation		Empowerment	
Problem solving		Providing feedback	
Decision making		Supervision	
		Collaboration	
Communication	**Civic Responsibility**	**Strategic Planning**	**Personal behavior**
Verbal communication	Diversity	Mission	Initiative
Nonverbal communication	Others' circumstances	Vision	Functioning independently
Listening:	Inclusion	Goals	Follow-through
Writing	Social justice	Plan	Responsibility for personal behavior
Facilitation	Social responsibility	Organization	Ethics
Conflict negotiation	Service		Responding to ambiguity
Advocating for a point of view			Responding to change
			Resiliency
			Positive attitude
			Confidence
			Excellence

Student enters UW with variety of thoughts and capabilities regarding leadership…

Student engages in opportunities that further develop their leadership competencies on the self, relational and community levels.

Students develop an integrated leadership identity. They understand and embody 4 basic tenets of leadership.

Student →

Self
- Self awareness and development
- Learning and reasoning
- Personal behavior

Community
- Civic Responsibility

Others
- Interpersonal interaction
- Group dynamics
- Communication
- Strategic planning

Husky Leaders are
CRITICAL
RESPONSIBLE
Husky Leaders value
CHANGE
RELATIONSHIPS

Husky Leaders are…
CRITICAL: Graduates are willing and able to think critically about themselves and their social environment. (Question the Answer)
RESPONSIBLE: Graduates acknowledge their commitment to the communities that they build. (Be a World of Good)
Husky Leaders value…
CHANGE: Graduates do not simply accept the status quo; they motivate themselves and influence their communities towards better futures. (Dare to do)
RELATIONSHIPS: Graduates understand that leadership derives from relationships, not position. Graduates share leadership to create more leaders. (We > Me or Together we will)