

## ACPA / NASPA Professional Competencies

### Longwood University Student Affairs Individual Self-Assessment: Personal Foundations

The **Personal Foundations** competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious. *On the left*, please rate your skill, ability, and knowledge regarding the outcomes. *On the right*, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Identify key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities).	1	2	3	4
1	2	3	4	Identify one's primary work responsibilities and, with appropriate, ongoing supervisory feedback, craft a realistic, summative self-appraisal of one's strengths and limitations.	1	2	3	4
1	2	3	4	Describe the importance of one's professional and personal life to self, and recognize the intersection of each.	1	2	3	4
1	2	3	4	Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity as it impacts one's work with others, and take responsibility to develop personal cultural skills by participating in activities that challenge one's beliefs.	1	2	3	4
1	2	3	4	Recognize and articulate healthy habits for better living.	1	2	3	4
1	2	3	4	Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements.	1	2	3	4
1	2	3	4	Identify and describe personal and professional responsibilities inherent to excellence.	1	2	3	4
1	2	3	4	Recognize the importance of reflection in personal and professional development.	1	2	3	4
1	2	3	4	Identify the present and future utility of key elements in one's set of personal beliefs and commitments.	1	2	3	4
1	2	3	4	Recognize needs and opportunities for continued growth.	1	2	3	4
1	2	3	4	Identify sources of dissonance and fulfillment in one's life and take appropriate steps in response.	1	2	3	4
1	2	3	4	Recognize the impact between one's professional and personal lives, and develop plans to manage any related concerns.	1	2	3	4
1	2	3	4	Identify and employ resources to improve one's own wellness.	1	2	3	4
1	2	3	4	Analyze the impact one's health and wellness has on others, as well as one's and other's roles in creating mutual, positive relationships.	1	2	3	4

1	2	3	4	Explain the process for executing responsibilities dutifully and thoughtfully.	1	2	3	4
1	2	3	4	Define excellence for one's self and evaluate how one's sense of excellence impacts self and others.	1	2	3	4
1	2	3	4	Bolster one's psychological resiliency, including participating in stress-management activities, engaging in personal, or spiritual exploration, and building healthier relationships in and out of the workplace.	1	2	3	4
1	2	3	4	Analyze personal experiences for potential deeper learning and growth, and engage with others in reflective discussions.	1	2	3	4
1	2	3	4	Refashion personal beliefs and commitments in a way that is true to one's own self while recognizing the contributions of important others (e.g., self, peers, family, or one or more larger communities).	1	2	3	4
1	2	3	4	Attend not only to immediate areas of growth, but also those areas relating to one's anticipated career trajectory.	1	2	3	4
1	2	3	4	Seek environments and collaborations that provide adequate challenge such that personal development is promoted, and provide sufficient support such that development is possible.	1	2	3	4
1	2	3	4	Mediate incongruencies between one's professional life and one's personal life.	1	2	3	4
1	2	3	4	Serve as a role model and mentor by sharing personal experiences and nurturing others' competency in this area, and assist colleagues in achieving work/life balance.	1	2	3	4
1	2	3	4	Create and implement an individualized plan for healthy living.	1	2	3	4
1	2	3	4	Exercise mutuality within relationships.	1	2	3	4
1	2	3	4	Critique others' sense of excellence, taking measures to encourage and inspire exceptional work in self and others.	1	2	3	4
1	2	3	4	Construct plans and systems to ensure excellence in self and others.	1	2	3	4
1	2	3	4	Demonstrate awareness of the psychological wellness of others in the workplace, and seek to engage with colleagues in a way that supports the psychological wellness of self and others	1	2	3	4
1	2	3	4	Transfer thoughtful reflection into positive future action.	1	2	3	4
1	2	3	4	Design naturally occurring reflection processes within one's everyday work.	1	2	3	4
				<<<Calculate Sub-Totals for each column>>>				

Total for all columns on left \_\_\_\_ ÷ 30 = \_\_\_\_ (Average for Skill, Ability & Knowledge)

Total for all columns on right \_\_\_\_ ÷ 30 = \_\_\_\_ (Average for Importance)

**Competencies considered to be areas of strength:**

**Competencies most needing improvement:**

**Plan for Improvement:**

\*The language for each outcome was taken from the 2010 ACPA/NASPA Professional Competencies Areas for Student Affairs Practitioners and the Individual Self-Assessments were adapted for use by the Student Affairs Division at Longwood University in 2010.