

## Why Is the First Year So Hard?

CWU's Coordinator Competency Development Model

NWACUHO  
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Coordinator Competency Development Model

## Outline of Presentation:

- The Why - Motivation to Create
- Activity
- CWU Coordinator Position
- The How - Progression of Model
- The What - Introduce Coordinator Competency Development Model theory and progression
- Timeline for implementation
- Relationship between model tools
- Explore the model tools
- Activity #2
- Q & A

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## Why Was This Created?

### Individual Reasons

- Understanding Position
- Learning Curve, Especially First Year
- Visualizing Progress
- Articulating Growth and Development
- Marketability

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## Why Was This Created?

### Institutional Reasons

- Explaining Position
- Learning Curve, Especially First Year
- Highlight Priorities of CWU
- Providing Feedback for Opportunities

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## Activity:

Please form groups of 2-4

- In small group, share why you chose this session
- Describe the position at your institution for which you may want to develop a competency model

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## CWU Positions:

Residence Hall Coordinator and Apartment Complex Coordinator:

- Traditionally recent graduates from Bachelor program
- RA, Senior RA experience
  - With minimal advising and supervisory experience

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## How Did It Progress?

- National Housing Training Institute (NHTI) Competencies
- Council for the Advancement of Standards (CAS)
- Application to CWU and Coordinator Position

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## How Did It Progress?

- Introducing Idea to Group of Coordinators
- Presenting idea to Senior Director of University Housing
- Refining and Implementing Fall 2007

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## Timeline for Implementation:

**Assessment & Development Tool**  
 August Training - Fall Quarter Section  
 TBD - Winter Quarter Section  
 TBD - Spring Quarter Section

**CCDM Tool 1**  
 March

**CCDM Tool 2**  
 April-May

**CCDM Evaluation & Assessment of program**  
 June

**Time with Supervisor**

*We are here*

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## Model Connections:

**Assessment & Development Tool**

**CCDM Tool 1**  
 Competencies Definition via functional job responsibilities

**CCDM Tool 2**  
 Describe and Track Competency Development

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## Our 14 Core Competencies:

- Communication and Conflict Management
- Community Development
- Crisis Intervention
- Diversity Appreciation and Education
- Global Concepts
- Human Resources and Supervision
- Life-Long Learning**
- Management and Administrative
- Personal Wellness and Balance
- Professional Development
- Professional Leadership
- Student Conduct Intervention and Adjudication
- Student Development and Mentoring
- Student Leadership and Advising

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## Life-Long Learning:

Competency and Skill Area	Year	Fall Quarter Evaluation Level		Winter and Spring Assessment	
		Self Assessment	Supervisor Assessment	Development Goals and/or Action Items	Development Goals and/or Action Items
Life-Long Learning	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				
	Fall				
	Winter				

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## Global Concepts: (or underlying framework to position)

*Work to ensure learning and education transcend each aspect of position*

Approach the position (and choices made within the position) with integrity, pride, and positive energy

Support CWM and UHNSP goals and mission statements through job responsibilities

Employ strategies and make contributions to help the progression of professional staff

Understand and articulate correlations between professional development/growth and student development/growth

Develop learning outcomes for programs (events, training sessions, presentations, etc.)

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## Assessment and Development Tool:

*The meat of the competency development model*

*Unique for each individual*

*Medium through which progress is tracked, goals are established, and action items are explored*

*Assists in the understanding of one's growth and development within the 14 competencies*

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**Assessment & Development Tool:**

Fall Quarter  
Winter Quarter  
Spring Quarter

Competency and Skill Area	Level	Fall Quarter Assessment Level (How, Number, Months, & Dates)		Winter and Spring Assessment (How, Number, Months, & Dates)		Development Goals and/or Action Items		
		Self Assessment	Supervisor Assessment	Self Assessment	Supervisor Assessment			
Communication and Conflict Management	1	Effective written communication skills					Professionalized email with signature	
		Effective oral communication skills						Meet and present to group before meeting
		Demonstrate an understanding of group dynamics and group facilitation skills						
1.2	Effective and developmental conflict resolution skills					Mediation Training		
	Demonstrate an understanding and capacity to utilize regulations involving communication						Should give constructive notice	
	Preparation and public speaking skills							All Staff Presentations Present at HNSP Meetings

**Coordinator Competency Development Model**

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## Tool #1:

*Each column is a competency and each row represents a position responsibility, optional activity, or opportunity*

*Professional staff will be able to articulate the scope of responsibilities of their position and how each applies to competency development*

## Tool 2:

Works in conjunction with Assessment and Development Tool

Analyze and plan how each competency was developed

Catalyst to examine if other avenues are needed for progression within competencies

## Activity:

Please form new groups of 2-4

- Describe the professional development/ assessment model currently used at your institution
- Share any tools your institution is using that are working well
- What information or ideas discussed today might you be able to take back to your institution

## Questions?

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