# Competencies Framework

* Based on the Council for the Advancement of Standards in Higher Education framework
**Last Updated Summer 2015

| Domains | Competencies/ Skills | Definition/ Description |
|---|---|---|
| Practical Skills Development | Goal-setting and prioritization | Sets individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve short-term and long-term goals and objectives; understands principles of time management |
| | Decision-making and action | Pursues and works to achieve short-term and long-term goals; identifies options and works to overcome obstacles; engages in problem-solving |
| | Communication | Effectively conveys meaning through writing, speaking, or artistic expression; effectively articulates abstract ideas; uses diction, tone, and grammar appropriate to audience and medium; listens attentively and can read and use nonverbal communication and responds appropriately |
| | Technological aptitude | Demonstrates technological literacy and skills, respective current intellectual property and privacy regulations and best practices; uses technology effectively to communicate, solve problems, and complete tasks; stays current with technological innovations and trends |
| | Career planning | Demonstrates an inherent understanding of his/her personality traits, values, interests and transferable skills and competencies, and is able to: connect these to meaningful career options, communicate these effectively on a résumé or during an in-person exchange, and continuously reflect upon these to adjust career goals and/or initiate further education or job search |
| | Health promotion | Engages in behaviors and contributes to environments that promote health and reduce risk to self and community |
| | Project management | Develops and implements strategies and programs in alignment with organizational goals and values; develops appropriate outcomes and conducts assessments; develops and implements strategies for managing finances, human resources, scope, schedule, quality and outcomes; demonstrates best practices for project management and event planning |
| | Facilitating and presenting | Effectively coordinates processes and procedures for a group or organization; supports inclusive decision making; guides learning and dialogue to support participants in deeper thinking; presents ideas clearly, effectively, and accessibly |
| | Communications and media | Develops and implements strategies to inform the wider community of programs, events and messaging; demonstrates ability to convey persuasive messages to outreach to different audiences; utilizes multiple forms of media, including social media, to share and exchange information |
| | Financial literacy | Effectively organizes and makes informed decisions about financial resources; manages and implements effective budgeting systems; engages in financial record-keeping that maintains transparency and accountability |

| | | |
|---|---|---|
| | **Organization and records management** | Effectively devises and maintains office and organizational systems; manages people, information, and resources in an effective way; understands the importance of accurate and concise record-keeping |
| Community and Global Engagement | **Fostering inclusivity and equity** | Understands and explores one's own identity and culture in relation to others; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies and challenges systemic barriers to equality and inclusiveness; exhibits respect and preserves the dignity of others in all interactions |
| | **Advocacy** | For self or others, articulates the values and principles involved in decision-making; affirms and values the worth of individuals and communities; works individually or collectively to challenge appropriately the unfair, unjust, or uncivil behavior of other individuals, groups or social systems; advocates and justifies means for dismantling systemic barriers to equity |
| | **Community and civic engagement** | Demonstrates consideration of the welfare of others in decision-making; participates in service/ volunteer activities that are characterized by reciprocity; engages in reasoned debate and critical reflection; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others |
| | **Global perspective and engagement** | Understands and analyzes the interconnectedness of societies worldwide; develops and demonstrates intercultural competency and exhibits appropriate stewardship of human, economic, and environmental resources; identifies one's own individual agency in a global perspective |
| Interpersonal Engagement | **Social intelligence** | Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; adapts to and demonstrates behaviour appropriate to the situation |
| | **Teamwork** | Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts and offers supervision and direction as needed |
| | **Collaboration** | Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view; works towards a shared goal |
| | **Leadership** | Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a vision, mission, or purpose that encourages commitment and action in others; fosters and encourages leadership in others |
| | **Professionalism** | Commitment to, demonstration of and accountability for the appropriate behaviour, character, attitudes, skills, conduct and integrity corresponding to a given circumstance or environment |
| Personal Growth and Development | **Self-awareness** | Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; balances needs of self with needs of others; understands and manages emotions |
| | **Identity awareness and development** | Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, social, cultural, and personal values; actively commits to important aspects of self-identity |

| | | |
|---|---|---|
| | **Commitment to ethics and integrity** | Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and authenticity; accepts personal accountability |
| | **Spiritual awareness** | Develops and articulates personal belief system; understands roles of spirituality in personal and shared values and behaviors; critiques, compares, contrasts, and respects various belief systems; explores issues of purpose, meaning, and faith |
| | **Creative expression** | Generating new ideas, or original ways of knowing, doing and being imaginative; exploring, experimenting and taking risks; inventing and producing new things; planning/designing things/processes; understanding one's identity through the creation of artistic representations; being able to represent ideas and communicate them through artistic means (visual, audio, performing, literary arts) |
| | **Personal health and wellness** | Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values |
| Novel and Adaptive Thinking | **Critical thinking** | Identifies opportunities, problems, questions, and issues; analyzes, interprets, and evaluates the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions |
| | **Reflective thinking** | Intentionally examines previous assumptions and experiences during or following the learning opportunity; Applies previously understood information, concepts, and experiences to a future situation or setting |
| | **Strategic thinking** | Analyzes complex information from a variety of sources including personal experience and observation to form or refine a decision or opinion; recognizes patterns, identifies obstacles, and proposes solutions through foresight and future planning |
| | **Design thinking** | Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem through defining, researching, ideating, prototyping/piloting, implementing, and assessing |
| | **Systems thinking** | Is able to recognize a system and holistically analyze it, while identifying and solving seemingly disparate problems within it; understands how relationships between parts of a system interrelate and culminate to equal a whole greater than its sum -- i.e. an ecosystem |
| | **Entrepreneurial thinking** | Demonstrates the ability to generate ideas; takes responsibility and makes decisions; demonstrates creative and innovative problem solving skills |
| Knowledge Development and Application | **Inquiry** | Develops knowledge of one or more subjects/topics/concepts; knows how to access diverse sources of information |
| | **Investigation and synthesis** | Gathers, selects, uses, and synthesizes multiple sources of information to solve problems; Uses appropriate technology and tools to analyze and apply information |
| | **Knowledge creation and innovation** | Uses experience and other sources of information to create new insights; makes meaning from text, instruction, and experience; generates problem-solving approaches based on new insights; derives new understandings from learning activities and dialogue with others |
| | **Knowledge application to daily life** | Seeks new information to solve problems; relates knowledge to academic, career, and life decisions; articulates life choices based on assessment of interests, values, skills, and abilities; demonstrates evidence of knowledge, skills, and accomplishments resulting from academic, co-curricular, and extra-curricular experiences; makes connections between diverse learning experiences |