# An Examination of Social Entrepreneurial Competencies in the Roles of Live-In Housing Professionals

by

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# ABSTRACT

With budgets on the decline, university officials are seeking alternative methods to maintain and increase the type of services provided to students. By incorporating social entrepreneurial competencies in the daily actions of university staff members, staff members will be able to perform their work more effectively and help students acquire skills such as innovative thinking, which is needed in today's society. Social entrepreneurs are defined as change agents for society; these individuals seize opportunities missed by others, improve systems, create solutions, innovate and adapt, leverage resources they do not control, and advocate for what they and others need to be successful (Ashoka, 2010a; Bornstein & Davis, 2010; Dees, 1998). Universities will be more successful in respect to helping students with a workforce of social entrepreneurs capable of leveraging resources.

Through action research, this study utilized a phenomenological perspective with both qualitative and quantitative methods of data collection and analysis to introduce social entrepreneurial competencies to the live-in housing professionals (pro-staff) at Arizona State University (ASU) and then examined the incorporation of the competencies into the pro-staff's daily work. Ten current pro-staff participated in two phases of the study, each of which consisted of surveys and workshops. Participants' responses indicated that there are five competencies and three strengths related to social entrepreneurship that are significant to the pro-staff position and their daily work at ASU.

# DEDICATION

This dissertation is dedicated to my mother. You sacrificed so much for me to become the woman I am today. This is OUR accomplishment.

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There are so many individuals who have made this accomplishment possible, that acknowledging you all would take another 200 pages, but I do want to highlight a few individuals for their support. I know I could not have gotten here without the support of my family and friends. You know you are dear to my heart and I am forever grateful to you! Thanks for always supporting me.

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# Chapter 1

## INTRODUCTION

Amidst the financial crisis facing the United States, it is important to develop social entrepreneurial ventures. Social entrepreneurial ventures exist to help for-profit organizations make a positive impact on society while still doing well financially (Dorado, 2006). Social entrepreneurship has many definitions and is broadly defined as an opportunity to create public value, build solutions to social problems, advance systematic changes, and improve the way of life for society (Bornstein, 2007; Bornstein & Davis, 2010; Dees, 1998). While entrepreneurship can do the same things as social entrepreneurship, entrepreneurs are ultimately focused on making profits (Bornstein & Davis, 2010). Social entrepreneurship allows organizations to bridge public service and profit goals (Dorado, 2006; Haugh, 2006). Social entrepreneur organizations have successfully shown how to be change agents to help society.

Public services funded by federal and state governments, such as education and healthcare, are being cut as a means to save money for the government (Kain, 2011). Due to the increase in these cuts, it is critical that social entrepreneurs find ways to self-sustain themselves without the assistance of governmental funds. Bill Gates, founder of Microsoft, and Jeff Skolls, first president of eBay, have invested millions of dollars in social entrepreneurial ventures because they believe social entrepreneurs are the saving grace to society's challenges (Bornstein & Davis, 2010). These two men lead entrepreneurs who have been able to develop innovations that leave a lasting

impact on society (Bornstein & Davis, 2010). By using business strategies, social entrepreneurial ventures are long-term solutions to sustain services in which the government can no longer invest.

Higher education holds the top spot for losing federal and state funding (Armstrong, 2011) in relation to other fields receiving such funding. The three state universities in Arizona saw "state funding reduced from $1.2 billion in fiscal 2008 to $682 million" in fiscal 2011 (Armstrong, 2011, p. 1). Additionally, due to budget cuts, university staff members feel pressure to do more work with fewer resources (Education Insider, 2009). Staff members must become creative to provide the same or a better quality of service with a smaller budget. University staff members across the country are indirectly being asked to be change agents for the university with very little preparation of how to carry those changes over to day-to-day workplace duties. Training university staff members how to utilize entrepreneurial and social entrepreneurial strategies allows staff to perform their jobs more effectively by utilizing skills they do not use on a regular basis. In addition, staff members can become role models for students to show them how to find new ways to utilize their degrees in an era when "secure" employment is no longer sustainable for recent graduates (Rampell, 2011). Incorporating social entrepreneurial skills into staff members' current positions not only increases the marketability of these professionals for future opportunities, but also demonstrates entrepreneurial skills and qualities such as management, leadership, and modeling knowledge in action to current graduates (PR Newswire, 2011). Employers seek graduates who put their degrees into action, meaning they want employees that

possess the skills, and not just graduates who possess the knowledge behind the degree (PR Newswire, 2011). Knowing what employers desire, students must come to college with a different set of expectations beyond just learning the material for their degree attainment and seek opportunities to learn new skills such as teamwork and broad scale thinking to be successful after college (Collins, Hannon, & Smith, 2004). Students need skills in practical learning, change-management, and leadership, along with opportunities to tie in their extracurricular activities to what they are learning in the classroom (Crow, 2008; Sweeny, 2006). These skills do not currently align with the traditional programs provided by university staff members (Collins et al., 2004). Staff members must learn entrepreneurial and social entrepreneurial skills before they are ready to teach them to students (Collins et al., 2004). In order to be successful in their roles and help students, university staff members must learn these skills first.

**Problem**

Professional development and training allows university staff members to learn new methods to enhance their job performance and productivity; this enhancement allows them to make a greater impact on students and the entire university community (Baxter-Magolda, 2003). At Arizona State University (ASU), the researcher's community of practice, there is a current disconnect between training the live-in housing professional staff (pro-staff) members receive and promoting entrepreneurial thinking, social entrepreneurship, and social value. The university staff members are not exposed to the same skills and competencies that their students are learning in the classroom. The

developmental opportunities for staff must change in order to meet students' and staff members' needs; these opportunities should include skills such as critical thinking and practical application of knowledge. Faculty and students regularly utilize entrepreneurship and social entrepreneurship in their daily practice of teaching and learning. It was the researcher's belief that all ASU staff utilize social entrepreneurship skills in their daily practice as well, but they do not understand the concept nor realize that they put it into practice. This study examined the degree to which pro-staff were aware that they already possessed many of the competencies associated with social entrepreneurship. By doing so, the staff might intentionally utilize these competencies more effectively in their daily practice.

The pro-staff must be exposed to entrepreneurial thinking and social entrepreneurship concepts in order to use related skills and to engage with students concerning these topics. A pro-staff has more contact with students than any other person at the university. Exposing the pro-staff members to social entrepreneurial competencies will provide them with additional resources to be able to help lead and manage their residential communities. Rob Perez, the former Coordinator, Senior for Training, Recruitment, and Selection for Residential Life at ASU, shared that live-in professional staff are not exposed to these competencies during training, yet he believed they should be trained on social entrepreneurial competencies because it will make their jobs easier to perform in an environment where faculty and students at ASU are already working this way (R. Perez, personal communication, January, 12, 2010).

Training the pro-staff in social entrepreneurial development will provide them with necessary skills for success in a higher education environment that has limited resources and will prepare them to meet the needs of today's college students.

**Solution**

Exposing the ASU pro-staff to entrepreneurial thinking should allow them to see opportunities, instead of barriers, within situations, and therefore they will be able to identify gaps in systems where they can leverage resources to make a greater impact on the university community (Bornstein, 2007; Bornstein & Davis, 2010; Dees, 1998; Light, 2010). According to Anderson, Dees, and Emerson (2002), social entrepreneurship is locating innovative and enhanced ways to sustain social value. Anyone can take on the role of a social entrepreneur, but many student affairs staff members have not been exposed to this type of forward thinking. The emphasis to teach social entrepreneurship has solely focused on faculty and students (Arizona State University, 2010g). The few pro-staff members who utilize entrepreneurial and social entrepreneurial skills often do not realize they are doing so or do not receive acknowledgement for doing so (R. Perez, personal communication, January, 12, 2010). The pro-staff should receive acknowledgement for these actions because they need to know their efforts to help students is supported by their supervisors; this acknowledgement and support should encourage them to continue these actions.

ASU is an Ashoka U- Changemaker Campus, meaning it is a university campus that is a leader in setting the global standard for teaching and researching

social entrepreneurship (Ashoka U, 2010). As such, this study intended to establish a benchmark to determine the extent to which the pro-staff at ASU incorporate social entrepreneurial competencies into their daily practice; in order to intentionally expose the live-in professional housing staff to social entrepreneurship professional development opportunities and measure their consequent growth in utilizing social entrepreneurship competencies.

**Research Questions**

In the absence of intentional training to develop the pro-staff's social entrepreneurial competencies, this study utilized a culture scan to identify the staff's existing strengths as it related to social entrepreneurship prior to any purposeful training. Training to enhance the staff's social entrepreneurship skills and competencies was developed to intentionally improve upon the pro-staff's existing social entrepreneurial competencies. Therefore, this study aimed to answer three questions:

1. What are the strengths of the pro-staff at ASU related to social entrepreneurial competencies? (Phase I)
2. What are the experiences that pro-staff had with social entrepreneurship after intentional professional development training on social entrepreneurial competencies? (Phase I-Phase II)
3. What is the extent to which pro-staff utilized social entrepreneurial competencies after a series of professional development trainings on social entrepreneurial competencies? (Phase II)

**Community of Practice**

As a leader in Residential Life and University Housing at ASU, the researcher's responsibilities include keeping the department up to date on the latest methods of development to equip staff members with skills so they are able to provide students innovative and inclusive residential communities that foster academic and personal success. In order for the pro-staff members to be successful in their positions, Residential Life devotes time, energy, and over $25,000 per year to professional development opportunities for the pro-staff (R. Perez, personal communication, January, 12, 2010). As an organization, University Housing is accountable for ensuring Residential Life's resources are utilized efficiently and effectively. Over 13,000 students currently live on four different campuses within the ASU system (Nanez, 2010). In order to support these students in their academic and personal development, University Housing needs to develop pro-staff members' social entrepreneurial competencies so the pro-staff can identify themselves as social entrepreneurs who seek out ways to improve their communities and look for new solutions to problems (Bornstein & Davis, 2010). Staff who identify as social entrepreneurs and utilize social entrepreneurial concepts will help students connect to the university community and create social value.

As a leader in ASU Residential Life, the researcher's main role is to supervise, mentor, and increase the knowledge base of the pro-staff. The researcher contended that staff should be knowledgeable about social entrepreneurship because they can then intentionally incorporate social

entrepreneurial competencies into their daily responsibilities, which includes supervising student staff, advising student groups, managing community front desks, creating innovative programs, and conducting administrative functions. At a time when budgets are being cut, the Residential Life department is in need of professionals who can maximize resources and see opportunities, instead of obstacles.

For this action research study, the researcher's objective was to have the pro-staff members at ASU view themselves as change agents in the residential communities. As social change agents, the pro-staff must feel they are able to take risks with student interactions and challenge the status quo by trying new techniques to advance ideas and practices within the department and field (Bornstein & Davis, 2010; Light, 2005, 2006). In order to take these risks and try new ventures, staff members must feel supported by department leaders. Residential Life leaders want to invest the time and energy in educating and training the pro-staff because the leaders think the investment will benefit both the staff and University Housing as a whole, which will better prepare students for life after college. Residential Life needs to educate pro-staff about entrepreneurial thinking and then create an environment that allows them to be social change agents.

**Interests and Leadership Responsibilities**

As a leader in University Housing, the researcher must ensure Residential Life obtains high levels of student satisfaction and retention and the unit contributes to the advancement of the university. In order to improve upon these

areas, Residential Life Assistant and Associate Directors need to be knowledgeable about different approaches to increase the skills of pro-staff. As a supervisor, the researcher has the responsibility to create expectations that are aligned with the mission, vision, and goals of the university, division, and department. Each of these items are in place to create a student body that will graduate from ASU, is driven with purpose to leave their mark on society, lessen economic and educational challenges that society faces, and endorse human rights (Arizona State University, 2010c). To achieve this, the pro-staff must be exposed to the concepts of social entrepreneurship. It is an ASU pro-staff member's moral obligation to seek out alternative solutions to serve students to help the researcher's department as budgets are being decreased. The overall student experience should not be weakened due to a lack of funding, as a poor college experience could jeopardize students' employment marketability. Due to budget constraints, pro-staff professional development opportunities have decreased. Residential Life also decreased the number of their staff members who attend regional and national conferences; these conferences are common professional development opportunities for college and university staff members. In the residence halls, programming budgets decreased, upgrades and renovations to the facilities had to be reevaluated and sometimes postponed, and typical enhancements to the community have not happened as frequently as they had prior to budget cuts. It is the researcher's commitment to the university and her students to empower the pro-staff to rise to the challenge and overcome these

financial constraints through using social entrepreneurial competencies and thinking.

**Pilot Study**

A pilot study was conducted in December 2010 to familiarize the researcher to conducting research, using survey tools for collecting data, and validating a survey tool (see Appendix A). The researcher sought to use the information obtained from this study to enhance the training experience for future professional live-in staff members. The pilot study identified how the prof-staff members acquired their knowledge of Residential Life's desired competencies for pro-staff and the preferred learning styles for each competency. The information gleaned from this pilot study was used to ensure that the training and development opportunities were meeting the needs of the pro-staff members. Twenty-four current pro-staff completed the online survey (see Appendices B and C). Based on their survey data from the survey, pro-staff members preferred lecture-style discussions and desired more information on general higher education trends or hot topics.

One such hot topic that is not currently covered in the pro-staff's training that is relevant to the context of housing at ASU is entrepreneurship. The search for hot topics became concentrated due to entrepreneurship being an aspiration of the New American University (Arizona State University, 2010e). Entrepreneurship was not being discussed with the pro-staff members during their formalized training programs, however, entrepreneurship was being taught to the ASU students in the classroom. The pro-staff should be exposed to the topic as

exposure would enable them to be more successful in doing jobs in general. These staff members must be able to help students experience their learning and get jobs after graduation. Therefore, this study focused on how pro-staff members incorporated social entrepreneurial competencies into their practices. Incorporating social entrepreneurial competencies would allow the pro-staff to use skills, such as creativity and innovation, to create social change, make positive impacts on their communities, and find new and better ways to manage their communities. Utilizing social entrepreneurial competencies would allow the pro-staff to add value to their daily work, contribute to the success of the university as a whole, and make a positive impact on the students who reside in their buildings.

# Chapter 2

# REVIEW OF SUPPORTING SCHOLARSHIP

## University Housing

The role of the University Housing department has changed over the past 60 years and has been directed by the prevailing philosophical approach of any given time, however that prevailing approach has always been focused on teaching (Baumann, 2006; Schuh, 1988). Housing services have always been a part of the U.S. higher education system. *The Student Personnel Point of View* (1937), released by the American Council on Education, called for "providing and supervising an adequate housing program for students" (p. 4). Housing was an assumed responsibility of a higher education institution because students needed somewhere to live while attending the institution.

The modern housing department began with the passing of the GI Bill, which made it financially possible for veterans to attend college (DeCapua, 2006). This government action increased the number of students who could attend college, which meant more residence halls had to be constructed. This increase in student enrollment and student residential construction changed the landscape of colleges and universities across the nation (DeCapua, 2006). The increase of college students living on campus lead to the need for married and family housing, addressed the special needs of older students, and addressed issues associated with a mixed population of younger and older college students (DeCapua, 2006). Housing professionals utilized their peers at other institutions for advice and problem-solving, which lead the way to the formation of the

National Association of College and University Housing Officers in 1951; this was later renamed the Association of College and University Housing Officers-International (ACUHO-I) (Blimling, 1995).

According to the *ACUHO-I Standards and Ethical Principles for College and University Housing Professionals* (2007),

> The housing and residence life programs are an integral part of the educational program and academic support services of the institution. The mission of the Housing and Residential Life department includes: 1. providing reasonably priced living environments that are clean, attractive, well maintained, comfortable, and which include contemporary safety features supported by systematic operations; 2. ensuring the orderly and effective administration of the program through sound management; 3. providing an environment, including programs and services, that promotes learning in its broadest sense, with an emphasis on academic support, success and enhancement; 4. providing, in programs that include food services, a variety of nutritious and pleasing meals, in pleasant surroundings, at a reasonable cost; and 5. providing a service that satisfies the needs of the housing and food service customer in a courteous, efficient and effective manner. (p. 3)

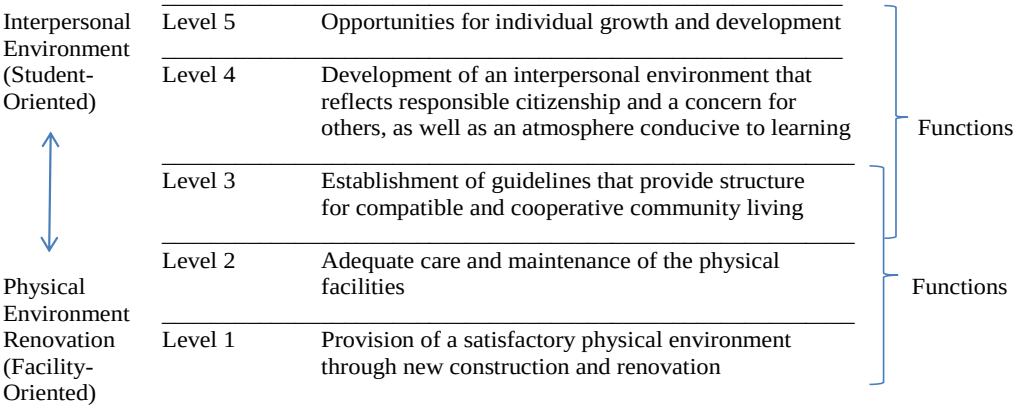
The structure of a residential life program is dependent upon the number of students who live on campus. According to Upcraft (1993), large housing programs require bureaucracies with specialized support services and programs; small housing programs are less bureaucratic and therefore are able to operate with fewer staff with general responsibilities. There are commonly two types of models for residence life departments to utilize, the integrated and the split model (Upcraft, 1993). The integrated model allows all units (residence life, housing services, dining, facilities planning, business services, and human resources) to report directly to the Chief Housing Officer. The split model divides the units under two different chief officers, the Chief Housing and Food Service Officer,

who oversees operations, and the Chief Residence Life Officer, who oversees residence life. According to Boykin and Ellett (2010), neither model is better than the other; rather, the needs of the institution dictate the model. Ploskonka (1990) conducted a survey on the organizational structure of housing programs and found that 72% of the 290 institutions that participated in the survey reported to have the Chief Housing Officers reporting directly to the senior student affairs officer of the institution (Ploskonka, 1990).

The housing operation at Arizona State University officially, which was originally named the Tempe Normal School, began in 1902 with the first on-campus dormitory, which housed 20 females (Hopkins & Thomas, 1960). Today, the housing operation spans four campuses and over 13,000 students reside in traditional residence halls, apartments, and houses. ASU provides both a first year residential experience and communities that house upper class students and families. Some of the residential communities are managed in conjunction with privatized housing companies, such as American Campus Communities and Capstone Companies. The Chief Housing Officer reports to the Senior Vice President for Educational Outreach and Student Services. There are two senior directors who oversee Residence Life and Administration. The administration area consists of Housing Operations, Guest and Conference Housing, Technology Support, Risk Management, Strategic Initiatives, and Fiscal and Human Resources. The residence halls, apartments, and houses and the professional and paraprofessional staff who oversee the daily operations of each community are located within the Residential Life unit.

**Residence halls and student development.** According to Riker and Decoster (1971/2008), the role of college housing is based off the premise that the environment influences behavior and learning is a holistic process. While in the residence halls, students are immersed in an environment that is conducive for them to focus on their education. The professional and paraprofessional staff in the residence halls who know students on a personal level can have a lasting impact on the student's academic and personal success (Riker & Decoster, 1971/2008). A student spends more time in their residence hall than any other place on campus and their learning is achieved within the residence halls in addition to in the classroom (Brandon, Hirt, & Cameron, 2008; Pascarella & Terenzini, 1982; Schroeder & Jackson, 1987). The possibility of a student learning within their residence hall is why it is so important that a student has a good experience in their residence hall, since that experience will affect every other experience at the institution (Riker & Decoster, 1971/2008). Figure 1 shows the current objectives of student housing, how each objective is intertwined with another, and how the objectives are building blocks for student success. Each objective is built on a hierarchy, meaning that one level must be achieved before the level above it can be achieved. Without any hierarchy, the system of the objectives would fail due to the interconnectedness of the objectives. Palmer, Broido, and Campbell (2008) recommend the lines in Figure 1 to be dashed lines that reflect "fluent movement and open communication" (p.96) between the levels.

*Figure 1*: General Objectives for College Student Housing.




*Note.* Adapted from "The Education Role in College Student Housing," by H.C. Riker & D.A. Decoster, 1971/2008, *Journal of College and University*, *15*, p. 29

There have been many studies over the past forty years since the first discussion by Riker and Decoster (1971) concerning the influence of college housing on student learning (e.g., Astin 1993; Blimling & Schuh, 1981; Chickering, 1974; Feldman & Newcomb, 1969; Palmer et al., 2008; Pascarella & Terenzini, 2005; Schroeder & Mable, 1994). Pascarella and Terenzini (2005) found that students who live on campus are more satisfied with their college experience than students who live off campus. Pascarella and Terenzini also found that students who live on campus interact more with peers and faculty members and participate in more extracurricular activities compared to students who live off campus.

Residence Life staff members have more contact with students than any other professional in the academic setting, including faculty members (Brandon et al., 2008; Upcraft, 1993). A college's or university's Residence Life program and facilities influence a student's personal development and educational experience

while in college and beyond graduation by building connections to the institution (Astin, 1984; Chickering, 1974). Since their Residence Life department's inceptions, student developmental theories have been the foundation for all Residence Life programs. According to Winston and Anchors (1993),

> All residence life programs committed to student development should: 1. assist students in the pursuit of becoming literate, liberally educated persons; 2. promote student's development in becoming responsible, contributing members of society; 3. advocate commitment to ideals of altruism and social society; 4. endorse the cultivation of a healthy life-style; 5. encourage students to examine their faith/religious/spiritual life; and 6. challenge students to confront moral and ethical issues. (p. 40-41)

In addition to performing their administrative day-to-day responsibilities, live-in professional staff members must also have a working knowledge of students' development (White & Porterfield, 1993). This knowledge will be able to help student throughout their college experience.

Involvement, according to Astin (1984), is the amount of physical and psychological energy that a student devotes to the academic experience. Astin (1977) compared students who live on campus to those who lived off campus. Astin found that students who live on campus reported having higher levels of participation in social activities; Pascarella & Terenzini (1982) reported that living in the residence halls had a positive effect on students' self-esteem. Housing professionals need to understand the concept of student involvement and produce programs that increase this involvement (Schuh & Triponey, 1993) as students who are more involved are more satisfied with their college experience (Astin, 1984). Students who live on campus spend more time in their residence

hall than any other place on campus, which sets the residence hall up for the ideal place for student growth (Brandon et al., 2008).

According to Evans, Forney, and Guido-DiBarto (1998), the psychosocial development of college students explains the developmental changes and challenges that students encounter as they participate in college. Psychosocial theories build on the work of Erickson (1963) and suggest that individuals develop through a sequence of stages and patterns. Chickering (1974) also found that the personal development of students living on campus exceeds that of those students who live off campus. It is essential for housing professionals to understand the characteristics of college students to be able to assist them in maneuvering through college. Pro-staff must be trained on student development theory, understand the challenges college students who live on-campus face, and provide both social and academic programs to help students through the college process. Professional live-in staff members must also enforce and uphold policies of the university; while being an advocate, mentor, and coach for the students who live on campus.

**Live-in housing professional staff.** According to Collins and Hirt (2006), university housing departments employ the greatest number of entry-level professionals compared to other university departments. Staff members' successes in those positions could increase their accomplishments in other areas of the institution, when and if they move to different departments. The live-in professional staff member is commonly referred to as a Residence Hall Director. Upcraft (1993) defines the hall director as typically a full-time professional staff

member who is responsible for the total operation of a residential community. Most institutions require these professionals to have a bachelor's degree. For many hall directors, this is their first professional position. Most live-in professional hall staff members are in their twenties and have recently completed their undergraduate degree, which is to their advantage as they are better able to relate to the college students with whom they work. According to Jennings (2005), the hall director's job responsibilities could include supervising student staff, performing administrative operations, overseeing facility management, supervising the front desk, advising the residence hall association, enforcing diversity initiatives, sustaining academic success, performing crisis response, modifying student behavior, and planning event. In addition to those responsibilities, additional roles have been created, such as developing learning communities, working with third party contractors or vendors, and collaborating with faculty and other university officials (Devine, 2001). Based on the *Horowitz Report*, which reports the annual salaries of live-in housing professional staff, the highest paid live-in professionals make $43,000 per year and are employed at the Art Institute of Los Angeles and Thomas Jefferson University (Horowitz, 2010). That salary is incredibly high as most professionals in this position are making in the high $20,000s to the low $30,000s with housing expenses covered (Horowitz, 2010).

Pro-staff are expected to comprehend and adopt the administrative purpose within their areas of responsibility, which often causes their roles as educators to take a back seat to the managerial day-to-day responsibilities of

running a residence hall (Devine 2001; Kearney, 1993; Palmer, Murphy, Parrot, & Steinke, 2001; Schuh, 1980; Upcraft, 1993). Oftentimes hall directors get bogged down with paperwork and fighting bureaucracy instead of advising and helping students adjust to college. In addition to their many responsibilities, the professional hall staff members also seek out college students for leadership roles in the residence hall. According to Hunter (1992), an undergraduate's experience working in a residence hall is the most common path leading to a professional staff position.

According to Palmer et al. (2001), the live-in requirement of a professional housing position, along with on-call responsibilities, multitasking demands, role ambiguity, supervision of student staff, expectations from supervisors, student issues, and other job-related factors, are significantly related to burnout, which can cause emotional, physical, and professional stress. Most live-in professionals are isolated from the rest of the institution and therefore do not see that their work is respected by others (Palmer et al., 2001). According to Collins and Hirt (2006), live-in professionals have a greater need for appreciation and being valued for their work than other university staff members because they live at the university with students. Collins and Hirt showed that live-in professionals experience an increase in satisfaction when they feel more connected to other faculty and staff members at the university. Nationwide, 79% of all live-in housing professionals stay in their position for longer than two years (Lebron, McIntosh, & Nestor, 2002). To increase the pro-staff's levels of satisfaction and connection with the university, the leaders in ASU University

Housing encourage live-in professionals to take classes, advise student organizations, join staff organizations, and attend sporting events.

***ASU Residential Life.*** In the Spring 2012 semester, there were 33 pro-staff members at Arizona State University across the four campuses. There were ten Community Directors who held a master's degree and worked full-time and there were 23 Assistant Community Directors who held a bachelor's degree at minimum and also worked full-time. All 33 professionals lived on campus in or near the community they worked with. Not all staff members were able to live in the communities they supervised due to a lack of apartment space. Each professional staff member was provided a one- or two-bedroom apartment or house with a full kitchen and other amenities, such as a washer and dryer or dishwasher. All live-in staff members were provided a partial ASU meal plan so they could eat on campus amongst the students. At ASU, all Community and Assistant Community Directors are benefits eligible employees, meaning they qualify for a tuition discount, receive paid vacation days and holidays, and are eligible for health insurance (Arizona State University Human Resources, 2011). At the time of this study, Community Directors made $28,000 to $32,000 per year and Assistant Community Directors made $28,000 per year; both positions included housing and a partial meal plan (Arizona State University Human Resources, 2011). The job responsibilities of a Community Director are to provide the overall management and leadership of a residential community and for the student and professional staff working in that community (see Appendix D for a detailed listing of job responsibilities). The Assistant Community

Coordinators' duty is to assist with the overall leadership and management for a residential community (see Appendix E for a detailed listing of job responsibilities).

**Competencies.** A competency is a knowledge, skill, ability, or characteristic associated with high performance on a job, such as problem solving, analytical thinking, or leadership (Mirabile, 1997). The study of competencies is a fairly recent development (Mirabile, 1997). The origination of competence testing in a general sense was created in 1971 by David McClelland, a Harvard psychologist, when he was working with the U.S. Foreign Service. His job was to predict performance and reduce the bias of traditional intelligence and aptitude testing (Mirabile, 1997).

Current recommendations for the professional development of housing professionals are competency-based and were developed from multiple studies. Professional development is teaching and/or exposing staff members to competencies. This development allows the staff members to move to different positions within the department or to perform additional duties other than their main responsibilities. Researchers differed in their opinions on what the focus of the professional development competencies for housing professionals should be. Carpenter and Miller (1981) believe that the developmental plan should be appropriate for varying levels of professionals to help with each other's growth. Piper and Fullerton (1985) want to see competency programs that increase job knowledge and provide a broader understanding of professional and institutional issues and perspectives. Other professionals in the field (e.g., Jahr, 1990; Ostroth,

1981; Porter, 2005; Scher & Barr, 1979; Taguding, 1985) believe that competencies should focus on job related duties.

Competencies for university housing staff have been discussed for the past twenty years. In 1991, 49 chief housing officer competencies were created by Dunkel and Schreiber (see Appendix F). In order to prevent incorrect interpretation of each competency, Dunkel and Schreiber provided a clear definition of each competency based on previous studies. These competencies led to the creation of the National Housing Training Institute (NHTI), which is a prominent training institute with only 30 professionals selected each year to participate. NHTI is a weeklong workshop experience that helps housing professionals develop a five to 10 year professional development plan and assist with their knowledge in professionally progressing in the field of housing (National Housing Training Institute, 2011). Brandel (1995) investigated selected competencies from Dunkel and Schreiber's (1991) list and created a comprehensive profile of the most important competencies for Chief Housing Officers to know. Lovell and Kosten (2000) conducted a study that synthesized 30 years of research relating to successful student affairs administration using a meta-analysis. Their findings aligned with the skills of housing professionals such as administration, management, and human facilitation; knowledge of student development theory and functional responsibilities; and traits of personal integrity and cooperation (Lovell & Kosten, 2000). Lovell and Kosten's study brought light to the topic of entrepreneurship. While entrepreneurship as a competency was not mentioned in Dunkel and Schreiber (1991) housing

competencies, it should be an area studied based on the findings of Lovell and Kosten (2000). In 2005, Porter enhanced the competency profile by increasing the competencies created by Dunkel and Schreiber (1991) to 57 and clustered them into Sandwith's (1993) Five Factor Model (see Appendix G). Entrepreneurship was not visible in Porter's (2005) competencies, either. Porter also created competencies specifically for Hall Directors (see Appendix H).

The competencies for the live-in professional staff at Arizona State University (see Appendix I) are based on the needs of the position and role at ASU. Dunkel and Schreiber (1991) and Porter (2005) laid the foundation of these competencies, but other areas were utilized when creating the competencies at ASU, such dominant competencies in the workplace from the work of McLagan (1997) and competency models from Mirabile (1997). ASU regularly utilizes staff in the live-in positions, in addition to training coordinators and Assistant and Associate Directors in Residential Life, to create the competencies for the professional development of the live-in staff.

In order to stay effective in professional development training, at the time of this study, ASU was also starting to focus on the results of their professional development programs. According to Zenger, Ulrich, and Smallwood (2000), "most traditional leadership programs fail because they start with competencies and focus on the individual. Leadership development should begin with business results and work back to abilities" (p. 22). At ASU, professional development is currently focused on competencies but is shifting to results. After all, professional development trainings, an assessment is given to staff members to determine if

they learned what was intended for them to learn and if they can apply that information to their daily work. After prior professional development trainings, pro-staff have to be able to understand the presented competencies and then implement them as needed in their roles as live-in professional housing staff members in order to effectively help students.

**Professional development.** Developing staff is a part of accomplishing institutional goals. Professional development is an opportunity to renew and achieve growth, according to Schwartz and Bryan (1998). Through professional development opportunities, staff members are better able to perform their job duties and understand direction from University Housing leadership because they understand the rationale and basis for why decisions are made (Grace-Odeleye, 1998). Professional development is different for each person; each person defines and utilizes developmental training in a variety of methods (e.g., Beeler, 1977; Bergquist, 1992; Bhola, 1983; Blackmore, 2009; Bolman & Deal, 1991; Bryan & Mullendore, 1990; Coombs, 1985; Decoster & Brown, 1991; McDade, 1987; Merkle & Artman, 1983; Miller, 1975; Preston, 1993; Truitt, 1969). Canon (1980) created three areas for professional development programs to focus on: (a) remediation and recovery of poorly trained or barely trained professionals, (b) increasing the expectations and accountability of professionals back to the institution, and (c) taking responsibility to increase one's own professional growth. Professional development programs are only good if the professionals are willing to participate and each program must be a good fit for each staff member to be effective. As a university professional, staff members must self-

reflect and decide if they are at the right institution and if they can grow as professionals while being there (Nottingham, 1998). They need to make sure their attitudes, beliefs, culture, ethics, and values are in alignment with those of the institution (Nottingham, 1998). If those are not aligned, no amount of professional development is going to help a staff member be aa better and more skilled employee.

Many institutions look to Ball State University, the University of North Carolina at Greensboro, the University of Illinois at Chicago, and Texas State University when needing assistance in creating their professional development programs. These institutions have had success with their long-standing and reputable professional developmental programs. What makes the programs so successful is they share a sense of purpose and direction (Blackmore, Chambers, Huxley, & Thachwray, 2010). The Ball State University program was highlighted in the ACUHO-I *Talking Stick* magazine for its systematic development program of moving-in, moving-through, and moving-out process for their live-in professional staff (Gonzales, 2001). Each step of this program focused on a different stage of the live-in position. The University of North Carolina at Greensboro Student Affairs department began by being problem-reactive but now is one that focuses on the mission of the university. The university has resources to fund and advance projects that student affairs' professional staff want to implement, such as professional development opportunities (University of North Carolina at Greensboro, 2011). The University of Illinois at Chicago focused on creating a campus culture of collaboration and empowerment instead of

competition (University of Illinois at Chicago, 2011). Texas State University required all Student Affairs staff to participate in the continuing education unit (CEU) program. There are five categories of programs and activities that count towards CEUs: skills/staff development programs, professional conferences/workshops, professional activities related to field, university courses, and professional presentations, publications, and grants (Texas State University, 2011). This participation benefits staff by staying abreast of current trends in the field.

The pro-staff at ASU have many opportunities for professional development. Every year, training is provided to all live-in staff during July for three weeks and again in January for one week. During those trainings, staff learn more about how to successfully perform their job duties at ASU by understanding more about the culture of the institution and the students in their residence halls. Following their training, they have an opportunity to train the student staff who work in the residence halls. The live-in professionals are able to facilitate sessions for the student staff on a variety of topics, such as Safe Zone training or how to document an incident. Each month the live-in professional staff participate in a two-hour monthly in-service program. The first hour is focused on discussing student behavior and recent trends. One example of recent trends that were discussed was the increased use of spice, a synthetic drug similar to marijuana (which is now illegal in the State of Arizona), and how to address students' use of medical marijuana cards.

Additionally, each pro-staff member has an opportunity to choose one webinar or teleconference to bring to campus for the entire staff to participate in per year. There are also less specific training topics that are selected by the training committee each semester such as learning student development theory, working with students who have Asperger's, or working with Microsoft Office. Yet, if there is a specific topic, such as money management, Fair Housing Laws concerning apartments, Logic Models, or gender issues, that a staff member wants to learn about, that topic will be added to the training schedule. All staff are invited to each webinar or teleconference, and everyone has an opportunity to choose a special interest topic. The live-in professional staff members are also encouraged to attend the Association of Intermountain Housing Officers (AIMHO) conference. AIMHO is a regional affiliation of the ACUHO-I. Pro-staff are also encouraged to participate on committees at the regional level of organizations, which can include activities like working on diversity and social issues, writing for the monthly newsletter, or developing and initiating awards and recognitions. Live-in staff members are also encouraged to participate in the Student Affairs Administrators in Higher Education (NASPA) Region VI conference or committees.

Due to costs and large staffing numbers, live-in staff members are not typically allowed to attend national conferences. However, all Community Directors are encouraged to apply to attend the National Housing Training Institute. The pro-staff also have an opportunity to take ASU classes at a reduced tuition rate or to teach classes at the university. All housing staff members have

access to higher education publications, such as the *Chronicle of Higher Education*, the ACUHO-I *Talking Stick*, and the *Leadership Exchange* from NASPA. At ASU, all employees are encouraged to participate in leadership development. There is a leadership and workforce development group through Human Resources and staff members have the opportunity to attend classes about topics such as academics; compliance with federal, state, and local regulations; financial support; health and safety; professional development; and resources and technology (Arizona State University Human Resources, 2011). The live-in professional staff has a multitude of opportunities to develop themselves personally and professionally.

## Entrepreneurship and Social Entrepreneurship

**Entrepreneurship.** Entrepreneurship has many definitions. Researchers (e.g., Dees, 1998; Dees & Anderson, 2001; Schumpeter, 1949) state the word is hard to define, but people know it when they see it. Joseph Schumpeter brought attention to the concept of entrepreneurship in the 1950s when he described entrepreneurs as "innovators who drive the 'creative-destructive process of capitalism' and 'change agents of the economy'" (Dees, 1998, p.1). Schumpeter (1949) believed that entrepreneurs were innovators who carried out at least one of five tasks: 1. creating a new good or a new quality, 2. creating a new method of production, 3. opening a new market, 4. capturing a new source or supply; or 5. creating a new organization or industry. Knight (1971) added that an entrepreneur has to distinguish between and manage risk and uncertainty. Peter Drucker, a management expert, sees entrepreneurs as exploiting opportunities that

make a change (Dees, 1998). According to Dees, the term *entrepreneur* describes "someone that undertakes a significant project or activity" (p. 1). Davidson and Wiklund (2001) add that entrepreneurship is creating something new or different. Covin and Slevin (1989) state that entrepreneurship has three key characteristics: risk-taking, innovation, and being proactive. Finally, according to Bates (2006), entrepreneurship requires savvy business development models that are capable of creating a healthy economy. Each component of the definition of an entrepreneur adds a different dynamic to who an entrepreneur is.

Entrepreneurs share common characteristics. According to Bann (2007), "characteristics describe how an individual sees the world and is able to react to it" (p. 41). Gardner and Laskin (1995) identified six common characteristics among entrepreneurs, which are tenacity, passion, calculated risk philosophy, ability to take responsibility, behavior of a coach and communicator, and ability to react to various situations. Baum and Locke (2004) also found that passion, tenacity, self-efficacy, and communication of vision and goals make a difference in the growth and performance of entrepreneurial endeavors.

There are three premier organizations that stand out in assisting entrepreneurial endeavors. The Entrepreneurs' Organization (EO) (2011a) was created in 1987 to create a network of entrepreneurs. Membership is by invitation only and members are able to learn and grow from each other by sharing ideas and advice. EO also coordinates the Global Student Entrepreneur Awards program. This program provides awards to students who run their own businesses while in high school or college (Entrepreneurs' Organization, 2011b). The

Collegiate Entrepreneur's Organization (CEO) was created in 1997. This organization is dedicated to assisting college students in networking with each other and professionals in the field through chapters located on college and university campuses in order to inform and support students' ideas concerning entrepreneurship (Collegiate Entrepreneur's Organization, 2011); there is a CEO chapter located at Arizona State University. Lastly, the Kauffman Foundation was created in 1966 by Ewing Kauffman. It is the largest foundation in the world dedicated to entrepreneurship, has a total endowment of $2.1 billion, and focuses on education and entrepreneurship (Ewing Marion Kauffman Foundation, 2011).

**Social entrepreneurship.** Social entrepreneurship is a blending of different interdisciplinary fields. There are multiple definitions of social entrepreneurship and each describes a different aspect of the topic. According to Martin and Osberg (2007), social entrepreneurship is a sub category of entrepreneurship that focuses on social issues. When compared to entrepreneurship, Alvord, Brown, and Letts (2004) argued that

> the test of social entrepreneurship, in contrast [to entrepreneurship], may be a change in the social dynamics and systems that created and maintained the problem, [and] the organization created to solve the problem may get smaller or less viable as it succeeds (p. 136).

Whereas the goal of business entrepreneurship is to create viable and growing businesses that are capable of expanding (Alvord et al., 2004), social entrepreneurship is driven by a social mission; it is a chance to seek out opportunities that others have missed to improve systems and discover innovative approaches in a new sustainable format (Bornstein & Davis, 2010; Dees, 1998;

Dees & Anderson 2001; Martin & Osberg, 2007). Social entrepreneurs see opportunities instead of barriers and they identify gaps in systems where they can leverage resources to make a greater impact on society (Bornstein, 2007; Bornstein & Davis, 2010; Dees, 1998; Light, 2010). Creating social entrepreneurial ventures is based on social value, however it is hard to justify if a venture is not creating enough value to justify the resources (Dees, 1998).

The term *social entrepreneur* rose to fame when Bill Drayton, C.E.O. of Ashoka, used it to describe his endeavors when creating the Ashoka organization. Ashoka, created in 1980, is the largest organization for social entrepreneurs to "create innovative solutions, deliver extraordinary results, and improve the lives of millions" (Ashoka, 2010a, para. 2). Ashoka also funds research initiatives and work done by social entrepreneurs. Ashoka believes everyone is a *changemaker*, someone who creates positive change and can respond to social challenges. Ashoka works through three methods: 1. supporting and financing individual entrepreneurs, 2. bringing communities of social entrepreneurs and resources together, and 3. building financial systems and infrastructure to sustain the project (Ashoka, 2010b). In 2008, Ashoka created the Ashoka-U initiative to focus exclusively on assisting colleges and universities to become leaders in social entrepreneurship education (Ashoka-U, 2010). Ashoka-U helps institutions create new standards in research, teaching, and putting social entrepreneurship into action. Part of Ashoka-U is the Changemaker Campus Initiative, which helps colleges and universities reach their visions while advancing social entrepreneurial thinking in higher education (Ashoka-U, 2010). In 2010, ASU

was named a changemaker campus. This designation is given to 10 colleges and universities in the United States that are dedicated to promoting social entrepreneurship and creating positive social change.

**Entrepreneurship at Arizona State University.** The New American University created by current ASU president, Dr. Michael Crow, is a model to create a university that is committed to access, excellence, and impact (Arizona State University, 2010a). This model aims to bring resources and partnerships to a large population of students and encourages collaboration between different disciplines and departments. The New American University consists of eight design aspirations that guide the transformation: 1. leverage our place, 2. transform our society, 3. value entrepreneurship, 4. conduct use-inspired research, 5. enable student success, 6. fuse intellectual disciplines, 7. be socially embedded, and 8. engage globally (Arizona State University, 2010e). According to Crow (2010), the task of bringing the New American University to life

> has been particularly challenging because ASU is the youngest of the roughly 100 major research institutions in the United States, and, with an enrollment approaching 70,000 undergraduate, graduate, and professional students, it is the largest American university governed by a single administration (p. 4).

Valuing entrepreneurship, the third of the eight New American University design aspirations, is defined by ASU as inspiring action, innovation, and creating purposeful ventures as individuals and as an institution (Arizona State University, 2010i). The mission and vision of this endeavor is for "ASU faculty and students to identify local and global needs, articulate how to meet them and move forward

with implementing entrepreneurial solutions, regardless of whether they are pursuing, for instance, business, social work, or the arts" (Arizona State University, 2010g, para. 1). To support that mission and vision, there are over 80 classes at ASU that focus on entrepreneurship and a multitude of degrees and certifications that students can receive in entrepreneurship (Arizona State University, 2010f).

There are numerous sources of funding and encouragement of entrepreneurial thinking at ASU. Since 2007, ASU has been identified as a Kauffman campus by the Ewing Marion Kauffman Foundation. As a Kauffman campus, ASU received a five million dollar grant to change the way that entrepreneurship is viewed, taught, and experienced in higher education (Arizona State University, 2010g). The investment is being utilized to create and sustain entrepreneurial efforts at ASU.

The Edson Entrepreneur Initiative at ASU is an endeavor that was created to promote entrepreneurial thinking among ASU students by allowing them to develop and grow their own ventures and concepts (Arizona State University, 2010b). Each concept or venture can be funded up to $20,000 by an endowment that gives out $200,000 per year for entrepreneurial support. Orin Edson, who the initiative is named after, supplied $5.4 million to the ASU Foundation for entrepreneurial efforts. Winning teams of this initiative challenge receive funding, office space, training and coaching, and advisement from people in both academic and public sectors to help bring their ventures and concepts to fruition.

The Innovation Challenge at ASU is a competition between students to "make their innovative project, prototype, venture or community partnership ideas happen" (Arizona State University, 2010h, para. 1). Students have an opportunity to win up to $10,000 to fund their entrepreneurial project. This initiative gives students the freedom to pursue new endeavors in a safe learning environment by using resources and funding from the university.

In October 2010, Arizona Governor Jan Brewer awarded a one million dollar grant to ASU to establish the ASU Venture Catalyst (Applied Learning Technologies Institute, 2010). The ASU Venture Catalyst is an opportunity for faculty, students, and companies to find the resources they need, such as advice or financial assistance, to accelerate their existing ventures or launch new ventures.

**Social entrepreneurship at Arizona State University.** Along with entrepreneurship, social entrepreneurship is part of the New American University design. It is situated within the "be socially embedded" design aspiration. In order to be successful, social entrepreneurs need to create dialog about community issues and respond to community needs. At ASU, the eight New American University design aspirations are realized through the Challenges Before Us initiative, an ASU initiative that is dedicated to creating solutions to local and global problems. ASU's faculty, staff, and students use their knowledge and skills to combat challenges in education, human rights, economic prosperity, sustainability, vibrant communities, personal health, and origins of the universe (Arizona State University, 2010c).

Social entrepreneurship also spans across different disciplines and offices at ASU. Students can take classes about social entrepreneurship to complement their degree requirements. ASU also teaches students to be contributing members of society through a variety of community outreach opportunities. ASU "has 475 community outreach programs in 541 locations, offered by 140 different units, totaling 1139 outreach opportunities" (Arizona State University, 2010d).

In 2008, the Lodestar Foundation donated five million dollars to create the ASU Lodestar Center for Philanthropy and Nonprofit Innovation; from 1999-2008, this center was previously called the Center for Nonprofit Leadership and Management (Lodestar Center for Philanthropy and Nonprofit Innovation, 2010). The purpose of the ASU Lodestar Center is to advance nonprofit leadership endeavors so community organizations can achieve their missions. The Center creates multiple partnerships within the community in order to research, educate, and provide outreach services to enhance nonprofit innovation.

In 2008, ASU and Teach for America (TFA) created a partnership to work towards eliminating educational inequality. They collaborate in four specific areas: 1. recruitment of students for TFA, 2. teacher support and development, 3. alumni leadership, and 4. the TFA Phoenix Summer Institute (Traywick, 2008). The TFA Phoenix Summer Institute is hosted at ASU to help prepare teachers for the classroom.

ASU has many other initiatives that are making an overall impact in the community. ASU Community Connect is a portal that houses all social entrepreneurial initiatives for students to become involved with community

initiatives. ASU Community Connect is overseen by several departments at ASU, including the Office of University Initiatives, Undergraduate Student Initiatives Technology Services, and the Institute for Social Science Research. ASU is not focused solely on in-class academics and teaching but also on helping local communities via social entrepreneurial initiatives.

**Entrepreneurship and social entrepreneurship in University Housing at Arizona State University.** University Housing is on the verge of embracing entrepreneurial and social entrepreneurial philosophies. Over the past few years, multiple initiatives, programs, and processes have been created that embrace entrepreneurial philosophies.

Once such process that was created is the "cruise ship" move-in process. Moving in over 10,000 students to the Tempe campus every year, University Housing created the cruise ship move-in process to assist with the move-in process. Cruise ship move-in is a technique that has students drive to their residence hall where they are met by a large move-in team who takes all of a student's belongings from his or her vehicle to the student's room. This is an efficient means to move students into their residence halls because it is a very quick process compared to students making multiple trips from their cars to their rooms. ASU is able to provide excellent customer service and a stress free move-in process for students. The student move-in process was created due to Tempe's extremely high outdoor temperatures in August and having a large number of students on a landlocked corner of the university.

Another entrepreneurial endeavor was created in 2009, when a Health Center opened in the Sonora Center Residence Hall, known as ASU Health Services-South. This health center opened to specifically service students who lived on the south end of campus as the university's regular Health Services building was too far for students in this area. Students stated the distance to the original Health Services prevented sick or injured students from seeking assistance. University Housing and Health Services teamed up to provide space in a residence hall for the Health Services- South center to operate. With a second location, more services are available to students in a convenient location.

Additionally, the construction of the Barrett, The Honors College complex was a master plan based on the preferences of the Honors College such as having classrooms, faculty offices, and study venues within the residence hall. The Honors College is located within the same complex where its students live. Everything in the complex was created with a purpose. For example, there are no televisions in the dining hall to encourage dialog and communication between students rather than them watching TV in silence. The Sustainability House at Barrett (SHAB) was created by students who chose to live a sustainable life and reduce their carbon footprint. All of these social entrepreneurial efforts created a unique experience for the students.

ASU also has plans for future social entrepreneurial endeavors. There are two residence halls at the West and Polytechnic campuses planned to open in the Fall 2012 semester. Housing professionals were intentional in making sure that college partners and students convened to help decide what students' needs are for

the buildings and what amenities the buildings should have. Students will be able to continue the learning process after they get out of class because the buildings will have a variety of study locations and tutoring opportunities.

Further social entrepreneurial efforts at ASU include Learning Resource Centers and the Ditch the Dumpster initiative. Learning Resource Centers are embedded in two residence halls at ASU. They contain services such as tutoring, success coaching, and computer software training. The services are provided to students by other students. Students are also able to get services virtually via an online portal, which means they do not have to leave their rooms. These services are important because they promote learning and give students an opportunity to help one another.

Ditch the Dumpster is an initiative that happens during the time students move-out of the residence halls. Ditch the Dumpster was created to save students' usable items that would typically be thrown away. Donations received from this event are given to Swift Charities for Children, House of Refuge, and the Arizona Humane Society. This social entrepreneurial activity shows students how they can help people in the surrounding communities.

**Summary**

This chapter discussed the pertinent topics concerning university housing, residence halls and student development, live-in housing professional staff, competencies, professional development, entrepreneurship, and social

entrepreneurship. This content provides a background for the discussion of utilizing social entrepreneurial concepts and the competency skills used by live-in professional housing staff.

# Chapter 3

# METHODOLOGY

This action research study utilized a phenomenological perspective and both qualitative and quantitative methods of data collection and analysis. The purpose of using a phenomenological perspective in this study is to decipher the meaning of individuals' experiences and provide a broad account of that experience (Van Manen, 1990). This study sought to capture the lived experiences of the pro-staff members through the understanding of their daily practices as working professionals. The researcher identified a sample of the current pro-staff who were a part of the housing staff during the 2010-2011 academic year to survey. The researcher gained insight into the participants' lived experiences by introducing social entrepreneurial competencies to the staff and assessed their incorporation of those competencies into their daily work. The findings of this study will help with the development of an intentional training program to advance all pro-staff's social entrepreneurial competencies.

## Action Research

Action research is an action-oriented process used to understand or improve a problem by those within the organization (Gay & Airasian, 2003; Herr & Anderson, 2005). Good action research integrates theory, practice, and application in affecting actions, activities, and beliefs (Gay & Airasian, 2003). This method allows researchers to study and improve their own areas of practice. The researcher's area of practice is supervision of the pro-staff in Residence Life within University Housing at ASU, and this study described the experiences those

staff had utilizing social entrepreneurial skills and competencies. One fact of social entrepreneurship is about trying new ideas to help others; social entrepreneurship also encompasses reflecting on how to make a change to society and confirming that change is an improvement to the current status (Bornstein & Davis, 2010). Therefore, the researcher contended that social entrepreneurship is a form of action research itself because an action researcher is constantly evolving her methods and trying to create a better situation. According to Brydon-Miller, Greenwood, and Maguire (2003), researchers who practice action research are concerned with relevance, social change, and validity testing in action by participants who are affected by the experience.

There is a relationship between learning an action and then performing an action. According to Brydon-Miller et al. (2003), action research requires researchers to look at a given issue through a different lens than they normally view the world. This lens changes how a researcher starts to see the practice he or she is studying because the researcher is looking at it from a different direction than is customary. As the supervisor of the pro-staff, this researcher had to look at the participants, data, and results differently than she did in normal day-to-day operations as a practitioner.

One weakness of action research is that the research is done on a case-by-case basis and may not be the same if duplicated with factors in a different setting. Action research is very useful for each individual case, but studies and results using action research are difficult to generalize on a large-scale (Brydon-Miller et al., 2003). However, for the context of this study, this limitation was beneficial

because the researcher was able to immediately utilize the data regarding the participants' experiences to not only improve their experiences, but also the experiences of the entire live-in professional housing staff, through a series of intentional trainings on social entrepreneurship between December 2010 and December 2011.

This study utilized action research methods to understand how the current pro-staff at ASU have incorporated social entrepreneurial skills in their work. By utilizing social entrepreneurship in their positions, the pro-staff were able to develop diverse competencies to approach the daily roles they have. The results from this study allowed the University Housing leaders to decide how to incorporate social entrepreneurial concepts into the pro-staff members' job functions.

**Theoretical Orientation**

The researcher's theoretical orientation was from the constructivist perspective. According to Creswell (2009), constructivists assume that people seek understanding of the world around them. This is in alignment with the researcher's thinking that the pro-staff members would utilize the competencies of social entrepreneurship to make their jobs more fulfilling. According to Guba and Lincoln (1994), the researcher and the participants were interactively linked so that the "findings" (p. 111) are literally created throughout the investigation. As a constructivist, the researcher sought to understand and describe how the participants were able to utilize social entrepreneurial skills in their daily work in

order to create a professional development experience for the entire live-in professional housing staff.

Constructivists look for progress in general and want to become more aware of their surroundings (Guba & Lincoln, 1994). As an action researcher, the researcher wanted to improve a process in her community of practice. The data the researcher obtained from each participant was different, but it was relevant and it culminated in the creation of a full spectrum of social entrepreneurial skills. The researcher was the orchestrator and facilitator of the inquiry process (Guba & Lincoln, 1994). The researcher needed to be honest with the participants about her research because hiding the research intent would have been destructive to the research-participant relationship and the researcher's ability to obtain information from the participants. The researcher informed the participants that the information gained from the surveys would be shared with leaders in University Housing in aggregate form to help incorporate social entrepreneurial competencies into the daily practice of the pro-staff at ASU.

**Research Design**

The researcher's intent was to create a culture scan of social entrepreneurship and to specifically create a benchmark of the pro-staff members' level of current understanding and incorporation of social entrepreneurial competencies in their daily practice and to measure any growth in those competencies over the course of one year. A culture scan is taking a look into an organization's abilities to perform (Kislik, 2008). This culture scan was accomplished in two phases. Phase I sought to determine the strengths of the pro-

staff at ASU related to social entrepreneurial competencies. Phase II sought to document and understand the experiences that pro-staff had with social entrepreneurship after intentional professional development training on social entrepreneurial competencies; as well as, assess the extent to which pro-staff utilized social entrepreneurial competencies after a series of professional development trainings on social entrepreneurial competencies. Each phase included a workshop and a pre-workshop and post-workshop survey. The researcher allowed the data analysis from earlier phases to dictate to dictate the focus of consequent phases.

**Setting**

Arizona State University, one of the largest public universities in the United States, was the setting for this study. ASU was originally founded in 1886 as the Tempe Normal School, in Tempe, Arizona; it later became a state university in 1958 (Hopkins & Thomas, 1960). ASU has become a world-renowned institution consisting of four campuses with over 70,000 students (Arizona State University, 2011). There are over 13,000 students who live on campus across the ASU's four locations, all of whom are under the guidance of 35 pro-staff, in addition to 60 other professional employees in University Housing.

**Participants**

The researcher wanted to include as many pro-staff in this study as possible in order for everyone to have a voice as the data from this study would influence further ASU Housing training materials. For the pilot study, all pro-

staff at ASU were invited to participate in the study; only 24 chose to participate. Since higher education is a profession that has a high turnover rate for the pro-staff, a cut-off point was needed for Phase I and II. Therefore, 22 pro-staff who had been employed during the Fall 2010 semester at ASU and who committed to being employed in their same position for the Spring 2011 semester at ASU were recruited to participate in this study. During the Fall 2010 semester, the division of Educational Outreach and Student Services (EOSS), which contains the University Housing department, was exploring ways to incorporate social entrepreneurship into the work of the division. Therefore, it was an opportune time to benchmark the current understanding and any growth of the pro-staff's incorporation of social entrepreneurial competencies. Of the 22 participants recruited, 10 completed Phase I and Phase II of the study and therefore were included in the sample.

**Qualitative and Quantitative Phenomenological Perspective**

The researcher used a qualitative and quantitative phenomenological perspective to investigate how current live-in professional housing staff members apply social entrepreneurial competencies to their daily work practices.

**Qualitative perspective.** According to Auerbach and Silverstein (2003), a qualitative approach involves "analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon" (p. 3). The researcher utilized the open-ended responses to a series of survey questions to understand the participants' experiences. Polkinghorne (2005) states that qualitative research is about understanding, describing, and clarifying

experiences as they were lived. This definition allowed the researcher to understand the experience of developing and utilizing social entrepreneurship as it was lived through the pro-staff. A qualitative approach was used because it focuses on discovery and understanding (Gay & Airasian, 2003). This approach was important to the study because it provided an understanding of the phenomenon. Based on the information obtained from the culture scan through a qualitative approach, additional development opportunities could be created that incorporate the pro-staff's current competencies and strengths.

**Quantitative perspective.** According to Gay and Airasian (2003), a quantitative approach involves "collection and analysis of numerical data" (p. 8). In order to protect the identities of the participants, the researcher used numeric markers to identify participants' survey responses; this allowed the researcher to access information from the sample in a way that protected the participants. The researcher collected numerical data to measure and understand the experiences of the participants' experiences as they related to the incorporation of social entrepreneurial competencies in their daily work within certain timeframes. The surveys allowed the pro-staff to rate and characterize their experiences with social entrepreneurship. The survey data showed the rates of change in usage over time for the participants. The quantitative data from the surveys were measured and analyzed using descriptive statistical procedures (Creswell, 2009). The quantitative data added value to the qualitative data and gave the researcher additional information to understand how the pro-staff currently utilized social entrepreneurial competencies in their daily practice.

The qualitative and quantitative approaches were needed in this study to provide the participants' experience in a holistic nature. The researcher collected data both before and after she informed the administrators in the University Housing department of how to incorporate social entrepreneurial competencies in the roles of the pro-staff. Descriptive analysis of the quantitative data and the open-ended qualitative data contributed to the discovery of the phenomenon as a phenomenological study. The survey tool allowed the researcher to best protect the identities of the staff and to ensure their anonymous participation.

**Phenomenological perspective.** According to Patton (1990), a phenomenological perspective involves "focusing on descriptions of what people experience and how it is that they experience what they experience" (p. 71). Utilizing this perspective allowed the researcher to obtain meaning and understanding about the participants' experiences, specifically how they incorporated social entrepreneurial competencies into their work. Phenomenology is unlike any other science because it seeks to garner "insightful descriptions" of the way the world is experienced (Van Manen, 1990, p. 62). This type of perspective is reflective as it allowed the participants to document their own skills and knowledge based on their prior experiences using their own words and context (Van Manen, 1990). This perspective supported the researcher's decision to collect data before and after the social entrepreneurial competency workshops, so the participants were able to reflect on what was discussed during the workshops. This type of perspective involves asking open-ended questions

that seek to explain what participants' experiences were and what events or circumstances contributed to those experiences (Creswell 2009).

**Data Collection and Management**

This study was conducted in two phases along with the pilot study. The pilot study informed the plan for Phase I and Phase II of the study.

**Pilot study.** The pilot study served as an opportunity for the researcher to become familiar with the survey tool software, Questionpro, and to practice collecting and analyzing data from a convenience sample. The pilot study was administered after the Institutional Research Board (IRB) approval was obtained from ASU (see Appendix A). The pilot study sought to determine the preferred learning styles of the pro-staff and to determine which competencies the staff needed to further develop (see Appendices B and C). Participants for the pilot study were drawn from a convenience sample of all pro-staff members employed in the position in December 2010. Twenty-four participants took the survey and some provided feedback on how to improve the survey for future use. Based on their feedback, the researcher made modifications for Phase I.

**Phase I.** The formal portion of data collection occurred in Phase I and Phase II. The researcher was originally going to use an interview method to gather data in Phase I. The IRB did not approve this method because the researcher was the supervisor of the pro-staff members and potentially might have appeared as coercive toward the participants, so an anonymous survey was used to protect the identity of the participants from the researcher (see Appendix J for IRB approval; see Appendix K for pre-survey consent; see Appendix L for pre-

survey questions; see Appendix M for post-survey consent; and see Appendix N for post-survey questions). The researcher assumed that the pro-staff were utilizing social entrepreneurial competencies in their daily roles even though no formal training had been provided to date; this assumption was based on the researcher's informal observations as a member of the community of practice. The purpose of Phase I was to determine the strengths of the pro-staff as they related to social entrepreneurial competencies. By understanding the pro-staffs' existing strengths related to social entrepreneurial competencies, the researcher and the community of practice would be better informed as to what intentional training material should be included for the Phase I workshop or intervention.

Phase I consisted of an intervention offered in July 2011. The workshop was provided to all live-in professional housing staff and Residential College academic staff during University Housing's twice yearly professional staff training. This time was selected because all pro-staff members receive training during July. The intention of the intervention was to expose the pro-staff to basic social entrepreneurial concepts and start a discussion for using social entrepreneurial competencies in their daily practice. The researcher hosted the workshop and it was based on the Theory of Disruptive Innovation, which focuses on an innovation that disrupts, brings improvements to, and displaces the traditionally used methods and technologies (Christensen, 2010). It was the researcher's assertion that social entrepreneurship is a disruptive innovation. The two hour workshop contained lecture, small group discussions, and activities (see Appendix O for the learning outcomes and agenda). The workshop set a

foundation for defining social entrepreneurship and utilizing social entrepreneurship practices in the workplace. The workshop provided definitions of important social entrepreneurial concepts and created a new language knowledge base related to social entrepreneurship. The discussions were reflective in nature and were intended to get the pro-staff to think about how they could serve in their roles and interact with students and other constituents coming from different perspectives than they currently operate. Some questions driving the dialogue were

- "Why do you do what you do?"
- "Why do you choose to be a live-in housing professional at ASU?" and
- "What does it mean to be a social entrepreneur?"

As a division, EOSS is incorporating social entrepreneurial ideas from the perspective of *changemaking*. Changemaking behaviors are those that break the pattern, try something different, look for improvements, take risks, adapt, and look for solutions (Bornstein & Davis, 2010). Therefore, examples of changemaking behavior in the residence halls were provided, such as the types of programs presented in the community or the direction of conversations provided to students.

The data from the pre- and post-workshop surveys were collected in July and August 2011 through an online survey created in QuestionPro. QuestionPro (2011) is "a web-based software for creating and distributing surveys" (para. 1). QuestionPro was selected because it was easy to use for both the researcher and the participants. The program was password protected and allowed participants to

remain anonymous. The data was kept in the program and moved to an Excel file after all participants completed each survey.

The pre-workshop survey (see Appendix L) was sent to participants one week prior to the workshop and had 22 questions. The post-workshop survey (see Appendix N) was sent to participants the day after the workshop and remained open for two weeks; the survey contained 24 questions. The surveys used open-ended and closed questions to allow the participants to list and write out responses in relation to their strengths as pro-staff at ASU related to social entrepreneurial competencies.

The information obtained from this study is not generalizable, but rather unique to ASU and was used to create intentional training for pro-staff members at ASU. The pre- and post-workshop survey data was analyzed separately and then combined to obtain the participants' opinions concerning the strengths of the pro-staff's social entrepreneurial competencies.

**Phase II.** The purpose of Phase II was to discover the extent to which pro-staff utilized the social entrepreneurial competencies and the strengths mentioned in Phase I. Phase II of this study was necessary because it showed how the pro-staff incorporated the top five social entrepreneurial competencies in their daily practice and expanded further on the three common strengths that emerged in Phase I.

Phase II consisted of a second workshop intervention offered in December 2011. The timing of the workshop was purposely chosen because it gave the pro-staff an entire semester to implement the social entrepreneurship competencies

learned in the previous workshop in their communities. The second intervention was provided to all live-in housing staff as a professional development opportunity. The intention of the second intervention was to build upon the concepts learned in Phase I and focus on the top five social entrepreneurial competencies. The workshop was hosted by the researcher and focused on the strengths of action-oriented behaviors, creativity, and innovation (see Appendix P for the learning outcomes and agenda). The workshop reviewed the social entrepreneurial concepts from Phase I and focused on three strengths participants identified in Phase I and the top five social competencies that participants listed in the post-survey of Phase I. The discussions at the second workshop allowed the pro-staff to discuss how they implemented social entrepreneurship in their communities during the fall semester and how they fostered creativity and innovation in their residential communities. They also discussed overcoming barriers to creativity and worked on programming sales pitches for programs they could offer in their residential communities. The workshop allowed the pro-staff to discuss, reflect, and hear ideas from each other, which allowed them to use each other's ideas in their own communities.

The data from the pre- and post-workshop surveys were collected in December 201l by handwritten hard copy surveys (see Appendix Q for pre-survey consent; see Appendix R for pre-survey questions; see Appendix S for post-survey consent; see Appendix T for post-survey questions). Hard copies of the survey, rather than the Questionpro software, were utilized due to timing of the Phase II. The workshop was offered at the end of the semester while students

were moving out of the residence halls. The researcher believed the pro-staff were too busy with student check-outs and closing the residence halls for winter break to complete the pre- and post-workshop surveys if they were not completed immediately before and after the workshop was delivered. The responses from these surveys were entered into QuestionPro to organize and manage the analysis of data.

Like Phase I, Phase II's pre- and post-workshop survey data was analyzed separately and then combined to obtain the participants' opinions about the strengths of the pro-staff related to social entrepreneurial competencies. The information provided in the surveys was used to determine a benchmark of the level of the pro-staff's incorporation of social entrepreneurial competencies into their daily work.

At the same time the data was collected from the participants during Phase II, an independent sample was obtained from any other pro-staff who wanted to participate in the workshop surveys. The Phase II survey was provided to 12 prospective participants and nine individuals completed the pre- and post-workshop survey for Phase II. Their data was collected in the same manner as the initial Phase II participants. Since these additional participants did not participate in Phase I, the data was collected solely for validation purposes. Validity focuses on the "extent to which [a] test predicts future performance or is correlated with other measures" (Gay and Airasian, 2003, p. 136).

**Data Analysis**

The study utilized qualitative and quantitative methods to analyze the data. Nvivo (9th edition) was used to manage and organize the qualitative data (i.e., the open-ended responses) for analysis, and QuestionPro was utilized to manage and analyze the quantitative data. Using two software programs gave depth to and provided comprehensive insight into the data. Working from a phenomenological perspective allowed the researcher to look for all possible meanings of the information provided (Creswell, 2009). The researcher read through survey transcriptions multiple times and made notes about the content. Then the researcher utilized different components in QuestionPro to cross tabulate information and to look for information that was significant or worthy of noting. The researcher utilized Nvivo to help code the data for emerging themes and supplement the findings that were gathered from QuestionPro. In addition to these two programs, the researcher created flash cards for the phrases that the participants provided as survey questions responses. The flash cards allowed the researcher to have a hard copy of data to further evaluate and manipulate. The themes that emerged during the data analysis were from the pro-staff's experiences, skills, values, and broad thinking on using social entrepreneurship. First, the researcher analyzed each participant's individual data by looking at their pre- and post-workshop survey results. The data was then evaluated as a collective group from the pre-survey perspective, as a collective group from the post-survey perspective, and, finally, as a collective to represent the Phase I

results. To ensure validity, the data from Phase II was compared and contrasted with the data from the independent sample.

**Limitations**

There were several limitations to this study. First, the study was not generalizable because a small sample (n=10) was used (Ferrance, 2000). With such a small sample, claims cannot be generalized to all live-in housing professionals at other institutions. The study was limited to the pro-staff at ASU and their exposure, knowledge, and usage of social entrepreneurship. The study focused on a select few pro-staff who were employed as pro-staff prior to January 2011. As pro-staff discontinued their positions at ASU, the sample pool became smaller. This small sample set the direction for the types of social entrepreneurship that were exposed to the pro-staff at ASU.

Secondly, as a member of University Housing, the researcher had potential bias. Content bias could potentially be found based upon the questions that the researcher asked versus the questions that the researcher did not ask. The researched tried to guard against bias by keeping a broad perspective. While analyzing the data, the researcher may have misinterpreted data due to having insider knowledge of University Housing and Residential Life initiatives. A limitation of using surveys in a phenomenological study is that the instrument is limited to the amount of data that participants provide, which can make it difficult to fully capture the participants' true lived experiences. The survey could have asked in-depth open-ended questions, but participants would have still needed to provide rich descriptions in order to fully describe their lived experiences.

# Chapter 4

# FINDINGS

This research study was conducted in two main phases. Phase I sought to discover the strengths of live-in housing professionals (pro-staff) at ASU, particularly related to social entrepreneurial competencies. Phase II examined the social entrepreneurial experiences of pro-staff during the time between the Phase I and Phase II Workshop. Phase II also sought to discover the extent to which pro-staff utilize the social entrepreneurial competencies, types of competency characteristics, and strengths demonstrated in Phase I. All study participants were hired prior to January 2011 and worked in a pro-staff position at ASU at the time of the study. This timeframe was selected due to conversations, specifically within the division of Educational Outreach and Student Services, about social entrepreneurship in general and goals concerning social entrepreneurship at ASU. Ten of the 22 participants completed the pre- and post-surveys for both phases of the study and were included in the sample. Six participants identified as male and four identified as female. There were seven participants with a bachelor's degree and three with a master's degree.

## Study Description I

### Phase I

Phase I consisted of a workshop that provided dialog and activities around implementing social entrepreneurial competencies in the workplace. The workshop provided a shared understanding of the pro-staff's knowledge about social entrepreneurship and set expectations for how social entrepreneurship was

used in their positions at ASU. Phase I of this study established an understanding of the pro-staff's existing knowledge, identified their current strengths in the area of social entrepreneurship, and established a benchmark for future comparisons of the staff's knowledge and practice of social entrepreneurial concepts. The Phase I workshop was followed by a post-workshop survey that measured the change in knowledge of the terms and concepts measured in the Phase I pre-workshop survey. The post-survey also sought to better understand which of the 26 essential competencies for social entrepreneurship, as identified by the Joshua Venture Group (2011) (see Appendix U), were utilized by the pro-staff.

**Descriptive Data**

The participants were asked to identify their future career goals for the next five years and could select all options that applied to them (see Table 1). All of the live-in professional housing staff members with a bachelor's degree were working on a master's degree, so it is not surprising that six out of the seven participants with just a bachelor's degree indicated that they wanted to further their education in the next five years.

Table 1
*Career Goals*

| | Bachelor | Masters | Total |
|---|---|---|---|
| Further education | 6 | 1 | 7 |
| Advancement in housing | 4 | 1 | 5 |
| Transition to another position at this university | 3 | 3 | 6 |
| Transition to another position at another university | 4 | 1 | 5 |
| Transition out of Higher Education | 1 | 1 | 2 |

*Note.* Data used from Phase I post-survey; participants were able to select all items that applied. N = 10.

**Participation in Professional Development and Understanding Social Entrepreneurship**

The participants were asked to provide information about their participation in entrepreneurship and/or social entrepreneurship workshops, courses, trainings, and seminars over the past three years. The breakdown of participants' responses based on degree held is located in Table 2. Four participants were exposed to these concepts through training opportunities provided by class lectures and other professional development opportunities.

Table 2

*Participation in Entrepreneurship and/or Social Entrepreneurship Workshops, Courses, Trainings, or Seminars in the Past Three Years*

| | Bachelor | Masters | Total |
|---|---|---|---|
| 0 | 5 | 1 | 6 |
| 1-2 | 2 | 2 | 4 |
| 3-4 | 0 | 0 | 0 |
| 5+ | 0 | 0 | 0 |
| Total | 7 | 3 | 10 |

*Note*. Data used from Phase I Post-survey. N = 10.

Prior to the workshop in Phase I, none of the participants felt they understood the concepts of social entrepreneurship as it related to their role as a pro-staff. After the workshop in Phase I, six participants felt they understood the concept of social entrepreneurship as it related to their role as a pro-staff member very well or somewhat well.

**Defining Social Entrepreneurship and the Valued Competencies**

The participants were asked various open-ended questions in the pre- and post-workshop survey asking them to define entrepreneurship and social entrepreneurship. Based on the data of the pre- and post-workshop surveys, the participants defined entrepreneurship as generating solution-oriented ideas and creating something innovative to find solutions. One participant defined entrepreneurship as "the ability to take an idea and change the way others think and bring something new to the playing field." Another participant defined social entrepreneurship as "being socially conscious while giving back to the community with new ventures."

**Skills and qualities.** The participants described the top three skills, qualities, and values of entrepreneurs, social entrepreneurs, and live-in housing professionals. The participants identified communication, passion, and creativity as the top three skills that make entrepreneurs successful and communication, leadership, and creating ideas as the top three skills that make social entrepreneurs successful. The participants identified communication, patience, and organization as the top three skills learned from the professional live-in housing position. After the surveys and workshops, the participants believed communication was a skill they learned as a housing professional and was needed by entrepreneurs and social entrepreneurs.

**Making a difference**. The specific ways the participants felt they made a difference in their residential communities at ASU were through conversations with students, building relationships and partnerships, and through programming and workshops. A participant described how he incorporated social entrepreneurship in his community, which was by "Creating new documents that [were] more effective. Finding ways that I [could] go paperless. Developing new programming ideas to incorporate in the Res[idential] Colleges." Another participant wrote, "Intentional programs to help students with their transition during and after college. Intentional conversations about what students should be doing with their time in college." Based on the pre- and post-workshop survey, the participants felt they were creating memorable experiences for students.

The analyzed data showed that participants better understood the concepts of social entrepreneurship after participation in the Phase I workshop. While the

Phase I data did not indicate whether the participants considered themselves to be social entrepreneurs or not (see Phase II data), the data did show the participants utilized social entrepreneurial concepts via the programming in their communities, the conversations they had with students, and their behaviors. Whether they saw themselves as social entrepreneurs or not, they utilized social entrepreneurial competencies in their daily work.

**Specific social entrepreneurial competencies.** Out of 26 competencies (see Appendix U), the top six competencies that participants selected as being the most valuable for social entrepreneurs were creativity, action-oriented, listening, motivating others, planning, and priority setting (note that the researcher was only looking for the top five competencies, but included six due to a tie). Out of the 26 competencies, the top five competencies that participants selected as being the most valuable for working in the pro-staff position were action-oriented, creativity, listening, motivating others, and planning. The competencies that overlap as being valuable for social entrepreneurs and valuable for pro-staff were action oriented, creativity, listening, motivating others, and planning. The Joshua Venture Group (2011) described these social entrepreneurial competencies as:

- Action oriented: Enjoys working hard; is action oriented and full of energy for the things seen as challenging; not fearful of acting with a minimum of planning; seizes more opportunities than others.
- Creativity: Comes up with a lot of new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming settings.
- Listening: Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when in disagreement.
- Motivating others: Creates a climate in which people want to do their best; can motivate many kinds of direct reports and team or project members;

can assess each other's hot button and use it to get the best out of them; pushes tasks and decisions down; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel their work is important; is someone people like working for and with.

- Planning: Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into the process steps; develops schedules and task/people assignments; anticipates and adjusts for problems and roadblocks; measure performance against goals; evaluate results. (p. 9)

**Demonstrated-based Competency Characteristics**

The University Housing department at ASU focuses on improving an individual's strengths. In 2010, the pro-staff participated in StrengthsQuest (2010), an assessment that helps people discover their talents. Staff members completed the Clifton StrengthsFinder and then received a customized report that lists their "top five talent themes, along with action items for development and suggestions about how you can use your talents to achieve academic, career, and personal success" (StrengthsQuest, 2010, p. 1). Due to a lack of funding and resources, the Clifton StrengthsFinder has not been offered to pro-staff since the Fall 2010 semester, but all pro-staff will take the assessment in July 2012. All of the participants in the sample, as well as the Residential Life leadership and training coordinators, had taken the assessment. The Residential Life leadership used the assessment results to provide a list of each staff member's top five strengths to every housing staff member so everyone could know each other's strengths. Tasks, assignments, projects, and committees were then created based on people's strengths and abilities.

By focusing on individuals' strengths, it is easier to improve individuals' skill sets. According to Boyatzis (1982), social entrepreneurs need a specific

skillset to be successful. Mitchelmore and Rowley (2010) stated that competencies are indicators of successful performance and characterize individuals' behaviors. Characteristics help create an individual's competencies which result in effective performance (Boyatzis, 1982). In order to understand the pro-staff's existing strengths as they relate to social entrepreneurship, the researcher attempted to identify what social entrepreneurial competencies the pro-staff currently exhibited.

Boyatzis (1982) identified five types of competencies that successful social entrepreneurial professionals possess: knowledge, motive, skills, self-image, and traits. Therefore, the data from the Phase I surveys that specifically addressed the participants' strengths in social entrepreneurial competencies can be characterized into the five types of competencies identified by Boyatzis. The researcher used these types of competencies to organize the data for analysis. Once the survey data was organized according to Boyatzis' five types of competencies and synthesized along these lines, the researcher was able to identify the staff's strengths as they related to the demonstrated social entrepreneurial competencies. For this study, the researcher assumed a person's set of competencies reflected their abilities. The participants' demonstrated competencies described the strengths that are most important for the pro-staff position at ASU.

**Knowledge.** Knowledge can be defined as retention of information and knowing how to implement that information (Boyatzis, 1982). The identified strengths of action-oriented behaviors and innovation fall under the demonstrated

competency characteristic of knowledge. Examples provided by the participants of knowledge-based characteristics included: "Solution-focused instead of focusing on problems," "Innovative ideas," "Critical thinking," "Aware of others' needs," "Do what I need to get the job done," and "Act on opportunities." It was interesting to note that seven of eight phrases came from participants who hold a bachelor's degree as one might assume that participants with a master's degree would demonstrate an advantage related to the knowledge-based competencies due to having more knowledge with a second degree.

**Motive.** A motive is a recurrent concern for an achieved goal that drives, directs, and selects the behavior of the individual (McClelland, 1971). Motivated individuals choose to engage in activities that result in improvements of some sort (Boyatzis, 1982). The identified strengths of action-oriented behaviors could be described as motive-based competencies. The phrases provided by the participants were: "Desire to see change," "Take ownership over the community," "Want to make a change," "Pushing to be a better person," "Driven to make a difference," and "Stay until the job gets done." Based on the six phrases that could be described as motive-based characteristics, four individuals who wanted to advance in the housing field suggested that these participants are learning the process thoroughly and improving the process so they are prepared for advancement.

**Skills.** Boyatzis (1982) describes a skill [as] "the ability to demonstrate a system and sequence of behaviors that are functionally related to attaining a goal" (p. 33). The identified strengths of action-oriented behaviors, creativity, and

innovation could be described as skill-based characteristics. Examples provided by the participants included: "Adapt to change," "Come up with new ideas," "Able to communicate effectively," "Set expectations," "Lead by example," and "Strategize." There were more phrases from participants with a bachelor's degree than participants with a master's degree. This was expected since phrases describing skill-based characteristics are phrases that describe needed actions and the staff with bachelor's degrees are usually instructed to do items by their supervisors.

**Self-image.** Self-image refers to a person's perception of themselves. It is a comparison of themselves to others in their environment (Pettigrew, 1967). Self-image is not only a concept but also a label in the context of one's values (Boyatzis, 1982). Those strengths described the participants as action-oriented behaviors could be described as self-image based characteristics. The phrases provided by the participants included: "Equal treatment," "Self-confidence," "Do more to help others," "Improve people's lives," and "Care and concern for others." The male participants only stated one phrase in total while the females stated four phrases in total.

**Traits.** A trait can be defined as a relatively stable distinguishing characteristic or quality that causes individuals to behave in certain ways (Boyatzis, 1982). The identified strengths of action-oriented behaviors fall under the demonstrated competency characteristic of traits. Examples provided by the participants included: "Hardworking," "Influence others," "Forward thinking," "Adaption," "Stay positive in the face of adversity," and "Courage to act." There

were more phrases from participants who held a bachelor's degree than participants who held a master's degree. A total of six phrases were from participants with a bachelor's degree and three phrases were from participants with a master's degree, suggesting traits are easy to grasp and observe in action.

**Answering the Research Question**

The research question for Phase I of the study was created because intentional training on social entrepreneurial competencies did not exist at the time the study was initiated for the live-in professional housing position at Arizona State University. To be intentional with assisting the pro-staff to be more resourceful and successful in their daily roles, this study was conducted to determine what areas of social entrepreneurial training to focus on. The Phase I question to determine these areas was

"What are the strengths of the pro-staff at ASU related to social entrepreneurial competencies?"

The data analysis suggested that the strengths of the pro-staff at ASU related to social entrepreneurial competencies are action-oriented behaviors, creativity, and innovation.

**Strengths**

Three strengths emerged as important components of the pro-staff position: creativity, innovation, and action-oriented behaviors (which includes listening, planning, and motivating others). Each of these strengths also appears on the list of competencies to become effective housing professionals (Dunkel & Schreiber, 1991; Porter, 2005). These lists of competencies are used by ASU

housing professionals to create job descriptions and define roles and responsibilities.

**Action-oriented behaviors.** An action-oriented behavior can be defined as "a tendency to act and encourage others to perform and make something happen" (Akins, 2005, p. 1). Thompson (2002) conducted case studies that analyzed what social entrepreneurs do and achieve in the scope in the world. Thompson referred to these actions as envisioning, engaging, enabling, and enacting. Listening, planning, and motivating others were considered action-oriented behaviors in this study. Action-oriented behaviors, or operational skills, abilities, and knowledge needed to complete the job (Porter, 2005) are important to the role of the pro-staff because they are needed to help students. The data indicating the participants' strengths related to action-oriented behaviors can be characterized as competencies related to skills, knowledge, motive, self-image, and traits. Statements provided by the participants that describe action-oriented behaviors included: "Resourceful," "Quick learner," "Reflection on one's own abilities," "Persistent," "Role model with a good work ethic," and "Leads with a positive impact."

**Creativity.** Creativity can be defined as "the mental and social process—fueled by conscious or unconscious insight—of generating ideas, concepts, and associations" (Serrat, 2009, p. 2). Dorenbosch, van Engen, and Verhagen (2005) believe that creativity is a necessary for social entrepreneurs. Training in creativity promotes development of personal qualities such as taking risks and taking initiative (Noruzi & Westover, 2011). A huge component of the pro-staff

position consists of using creativity. Pro-staff must be creative in their conversations with students, the types of programs and workshops they provide in their communities, and the partnerships they create. They must act spontaneously and use creativity if they encounter a situation they have not encountered before. According to Porter (2005), housing professionals need skills and abilities to see the enterprise as a whole and the ability to recognize how it can work effectively. Data from the skills competency can be found in the afore-mentioned strength of creativity. Statements provided by the participants to describe creativity were "Think outside the box," "Do something different," "New and creative solutions," "Turn new ideas into actions," and "Transcend traditional ideas."

**Innovation.** Innovation can be defined as "the successful exploitation of new ideas" and "profitable outcome of the creative process, which involves generating and applying in a specific context products, services, procedures, and processes that are desirable and viable" (Serrat, 2009, p.2). Innovative behaviors can be defined as intentional behaviors to create, introduce and/or apply new ideas, products, processes, and procedures to one's work role (West & Farr, 1989). According to Leadbeater (1997), being innovative is a critical competency for social entrepreneurs because social entrepreneurs need to manage new problems, transform environments, and do more with limited resources. The ASU professional live-in housing staff must utilize innovation during conversations with students, colleagues, and partners and improve the residential living environment. Social entrepreneurs are able to see gaps that others do not see and are motivated by social awareness, creating new opportunities, and improving

new systems (Koc & Yavuz, 2010). They observe, analyze, and explore social issues that are related to helping disadvantaged groups. Mair and Martin (2006) view innovation as a means to catalyze social change and to address social needs, which is exactly what the live-in professional hall staff do. Innovation is a vital tool in order to make change. The pro-staff need the skills and abilities to put their ideas into actions (Porter, 2005). Data from the skills and knowledge competencies can be found in the strength of innovation. Statements provided by the participants that described innovation included "Original thoughts into action," "Advancement with new ideas," "Bring something new to life," "Being innovative" and "Implement new ideas."

**Getting from Phase I to Phase II**

Phase I introduced the 26 social entrepreneurial competencies to the participants. Participants were asked to choose the top five competencies from the 26 that they believed to be the most valuable for social entrepreneurs. Then participants were asked to choose their top five competencies from the same list of 26 that they believed to be the most valuable to pro-staff. The list of top five competencies for social entrepreneurs actually included six competencies due to a tie. These six competencies (action-oriented, creativity, listening, motivating others, planning, and priority setting) were compared to the top five list of competencies for pro-staff (action-oriented, creativity, listening, motivating others, and planning). Both lists contained the same five competencies, so these competencies were the ones selected for study. These competencies were then

organized by types of competency (knowledge, motive, skills, self-image, and traits). This process led into Phase II.

## Study Description II

### Phase II

Phase II of this study determined how the pro-staff were incorporating the top five social entrepreneurial competencies in their daily practice. Phase II expanded upon the understanding of the three common strengths (action-oriented behaviors, creativity, and innovation) that emerged in Phase I. Phase II assessed the participants' experiences with social entrepreneurship during the time between Phase I and the Phase II workshop (i.e., Workshop II). Phase II also sought to determine the extent to which the pro-staff were using the competencies by type (knowledge, motive, self-image, skill, and trait) and the strengths that were demonstrated in Phase I related to social entrepreneurial competencies.

Phase II consisted of a second workshop (i.e., Workshop II) that provided dialog and activities around implementing social entrepreneurial competencies in the workplace. The workshop was intended to build upon the concepts learned in Phase I and focus on further developing the top five competencies. The pro-staff developed plans of action to apply social entrepreneurial concepts and shared ideas with one another about how they implemented social entrepreneurship in the workplace. A pre-workshop survey was used in Phase II to assess the pro-staff's experiences with social entrepreneurial competencies since Phase I. A post-workshop survey was then used to assess any further development due to Workshop II. Phase II also looked at to what degree the participants

demonstrated the strengths (categorized by type of competencies) from Phase I. The objectives for the workshop were established by utilizing a pre-workshop survey in Phase II to see if familiarity with the terms, concepts, and usage surrounding social entrepreneurship had changed since Phase I. The workshop was followed by a post-workshop survey that measured the change in knowledge of types of competencies that were measured in the pre-survey, as well as the demonstrated competencies in the professionals' daily roles.

**Experience and Understanding with Social Entrepreneurship**

The participants were asked to provide details of their participation in entrepreneurship and/or social entrepreneurship workshops, courses, trainings, or seminars since Phase I (i.e., over the course of the past semester). Three participants had not participated in entrepreneurship and/or social entrepreneurship workshops, courses, trainings, or seminars in the past semester, but all other participants had participated in at least one related professional development opportunity.

After Phase II, all 10 participants felt they understood the concepts of social entrepreneurship very well or somewhat well as it related to their role as pro-staff, compared to only six participants who demonstrated a solid understanding of social entrepreneurship in Phase I. The participants indicated that they used social entrepreneurial competencies mostly through programming opportunities and creating new models for duty procedures, programming, and residential college collaboration in their residential communities. This information was evident in Phase I as well. Nine participants in Phase II

indicated that they considered themselves to be social entrepreneurs, compared to only five participants in Phase I.

**Type and Frequency of Competencies**

The participants ranked the competencies in the order of importance for working in the pro-staff position. The action-oriented competency was the most important, followed in order by planning, motivating others, listening, and creativity. According to a participant, she chose action-oriented as the most important competency because "The job requires for you to address any student need. I must think on my feet and make quick decisions" while another participant stated, "It is important to work hard and be able to adapt to a variety of situations."

**Action-oriented**. In regards to action-oriented, seven participants *strongly agreed* and three participants *agreed* that they understood what it meant, how to utilize it at work, and demonstrated it at work, thus suggesting they understood the use of the competency and therefore there was not much room for growth after the Phase II workshop. All 10 participants in the post-workshop survey, as compared to four participants from the pre-workshop survey, demonstrated action-oriented behaviors on a daily basis in their roles as pro-staff. Participants also stated that they used the action-oriented competency during crisis responses and handling student issues. The data suggests the participants reflected on their actions during the small group discussions during Workshop II and they realized they were performing more action-oriented behaviors on a daily basis.

**Creativity.** In regards to creativity, six participants *strongly agreed* and four participants *agreed* that they understood what it meant, how to utilize it at work, and actually demonstrated it at work. Six participants, as compared to the two participants from the pre-workshop survey, stated they utilized creativity on a daily basis in their roles as pro-staff. Participants also stated that they used the creativity competency while overseeing programming for the community. This change in responses between the pre- and post-workshop surveys could indicate that prior to Workshop II, the professionals did not understand ways in which creativity was actualized within their daily practice. A portion of the Phase II workshop contained specific dialog about creativity, and post-workshop survey findings suggest this dialogue increased the participants' understanding of how they utilized creativity in their daily practice.

**Listening.** In regards to listening, seven participants *strongly agreed* and three participants *agreed* that they understood what it meant, how to utilize it at work, and actually demonstrated it at work. All 10 participants indicated on the pre- and post-workshop survey that they utilized good listening skills on a daily basis in their roles as pro-staff. Participants also stated they used the listening competency to deal with student roommate conflicts and handling student issues. The pro-staff meet with students and campus partners on a daily basis, so it was not surprising they stated they demonstrate listening regularly.

**Motivating others.** In regards to motivating others, six participants responded *strongly agreed* and four participants responded *agreed* that they understood what it meant, how to utilize it at work, and actually demonstrated it at

work. Eight participants on the post-workshop survey, as compared to seven participants on the pre-workshop survey, stated they motivate others on a daily basis. Participants also stated that they motivated others by convincing students to be better stewards for injustices and they helped Community Assistants try new programs on their floors. The one participant who changed his level of agreement with the survey item from the pre-workshop survey might have done so based on the information about the responsibilities of a social entrepreneur that was presented at the workshop.

**Planning.** In regards to planning, seven participants *strongly agreed* and three participants *agreed* that they understood what it meant, how to utilize it at work, and actually demonstrated it at work. Seven participants on the post-survey, as compared to six participants on the pre-survey, stated they planned on a daily basis. Participants also stated they used the planning competency for goal setting and setting their work schedules. The one participant who changed his decision from the pre-workshop survey to the post-workshop survey might have done so based on the program planning information from the workshop.

**Social entrepreneur.** The participants were asked if they saw themselves as social entrepreneurs. In the pre-workshop survey, five participants indicated *yes*, four participants indicated *no*, and one participant was unsure. After the workshop, nine participants indicated *yes* and the same participant as on the pre-workshop survey was still unsure. Information was comparable based the four digit ID code provided by each participant. This question was not asked in Phase I

of the study so it was not possible to compare how the identification as a social entrepreneur evolved over the course of the entire study.

**Validity**

For Phase II, a separate sample was examined in addition to the sample used for Phase I and II. This separate sample consisted of any of the current live-in professional staff members who did not participate in Phase I of the study and opted-in to both the Phase II pre- and post-workshop surveys. It did not matter when the staff member started their position in University Housing at ASU. The data from this separate sample was collected in the same manner and at the same time as the data from the other participants in Phase II.

**Participants.** The survey was provided to 12 prospective participants and nine completed the entire pre-workshop survey. For the post-workshop survey, the same nine individuals completed the entire survey. Since nine participants completed both surveys, the researcher used nine participants for the independent sample of Phase II. These nine participants did not complete the pre- and post-survey of Phase I. It could not be determined if these nine participants participated in Workshop I.

**Experience.** Seven participants had not participated in entrepreneurship and/or social entrepreneurship workshops, courses, trainings, or seminars in the past semester, but the other two participants had participated in at least one professional development opportunity. Fifty-five percent of the participants from the independent sample stated that they understood the concept of social entrepreneurship as it related to their roles as live-in housing professionals very

well or somewhat well, compared to 100% of participants in the study's actual sample.

**Competencies.** For this independent sample, the action-oriented competency was determined to be the most important competency, followed by listening, motivating others, planning, and creativity, respectively. This was compared to the study's main sample, where the action-oriented competency was determined to be the most important competency, followed by planning, motivating others, listening, and creativity, respectively. The independent sample did not understand the competencies very well when compared to the study's main sample. The study did not include any strong responses (either agreeing or disagreeing) concerning the competencies. The independent sample participants indicated that they disagreed more than they agreed with the sample items concerning the phrases associated with the competencies.

The study's main sample participants used the five competencies daily and weekly, while the independent sample participants used the five competencies weekly and occasionally (four to five times over the semester). The independent sample participants used the competencies when they planned programs and communicated with students, whereas the study sample participants used these competencies when they responded to crisis situations, planned programs and workshops, addressed student issues, and set goals.

**Conclusion.** The findings of the independent sample suggest that with greater exposure to social entrepreneurial concepts and competencies, the greater the pro-staff will understand and use them.

**Answering the Research Question**

The research questions for Phase II of this study were created because they lay the foundation for material that will be used for continued intentional training on social entrepreneurship for the pro-staff after this study. These future intentional training sessions will allow the pro-staff to be more resourceful in their roles. This phase of the study showed how participants incorporated their strengths related to social entrepreneurial competencies into their daily practice. The research questions for Phase II were:

- What are the experiences that pro-staff had with social entrepreneurship after intentional professional development training on social entrepreneurial competencies? (Phase I-Phase II)

Regarding the first research question, this semester, the pro-staff acted as social entrepreneurs when they planned and oversaw activities and programming efforts in the residence halls, created new duty models and plans of action, and created new programming models in their residential communities. The participants were able to use the information provided in the Phase I workshop to increase their toolbox of techniques to begin to utilize social entrepreneurship in their daily roles.

- What is the extent to which pro-staff utilized social entrepreneurial competencies after a series of professional development trainings on social entrepreneurial competencies? (Phase II)

Regarding the second research question, by capitalizing on their strengths related to social entrepreneurial competencies, the pro-staff were able to handle a

number of incidents from a social entrepreneurial perspective. By using social entrepreneurship, the pro-staff addressed issues from the perspective of wanting to improve a condition or make a positive change that will benefit others. The main responsibility of the pro-staff position is to create a residential experience that supports individual and community development. Table 3 provides examples of how the pro-staff used the top five social entrepreneurial competencies in their residential communities.

Table 3

*Usage of Competencies*

| **Competencies** | **Examples of usage** |
|---|---|
| Action-oriented | Crisis response<br>Handling any type of situation |
| Creativity | Programming and workshops |
| Listening | Roommate conflicts<br>Handling student issues |
| Motivating others | Convince students and student staff to strive to be better |
| Planning | Goal setting and scheduling |

The top five social entrepreneurial competencies from Phase I were action-oriented, creativity, listening, motivating others, and planning. Phase II showed that these competencies were utilized on a daily basis at work by most participants. The pro-staff understood the competencies, were motivated to use them, were able to demonstrate the competencies, used the competencies at work, and evaluated their use of the competencies. Table 4 provides a list of social entrepreneurial competencies, types of competencies, and strengths of live-in housing professionals at ASU.

Table 4

*Social Entrepreneurial Competencies, Types, and Strengths of Live-in Housing Professionals*

| **Competencies** | **Types of Competencies** | **Strengths** |
|---|---|---|
| Action-oriented<br>Creativity<br>Listening<br>Motivating others<br>Planning | Knowledge<br>Motive<br>Self-image<br>Skill<br>Trait | Action-oriented behaviors<br>Creativity<br>Innovation |

## Conclusion

Phase I identified the action-oriented, creativity, listening, motivating others, and planning competencies as the ones that needed to be evaluated further for their usage in the pro-staff's roles. The researcher was able to determine that the pro-staff members were knowledgeable about social entrepreneurial concepts before the Phase I, but the participants were not able to see how they related to the competencies and how they employed them in their daily work. Phase II established that the pro-staff used these competencies on a daily basis to enhance their work. After Phase II, nine of the ten participants saw themselves as social entrepreneurs.

# Chapter 5

# CONCLUSION

## Introduction

Students today want to feel like they are part of a bigger movement and to believe they have an impact on the world. The intention of adding social entrepreneurial competencies to the live-in housing professional position is to assist the pro-staff with seeing their roles in a different context so they can successfully perform their job duties on a limited budget, and help students in different ways, such as conversing with them about providing intentional programming on students' roles in society. Encouraging the pro-staff to incorporate social entrepreneurial competencies into their daily work will allow them to help students feel that they are contributing to society in a positive way, which in turn helps the pro-staff see how they are making a difference not only in the students' college experience but how they are contributing to the greater societal good. This new way of thinking also allows budgets and resources to be used effectively and with more intentionality.

Training the pro-staff in social entrepreneurship result in them being better equipped to perform their responsibilities well. According to Mann, Lau, and Chan (2002), social entrepreneurial competencies can be learned and also developed through training programs and formal education. It is important to expose the pro-staff to this education to assist them in working from a social entrepreneurial perspective. According to Babalola (2009), individuals are more motivated to perform job duties successfully when exposed to social

entrepreneurial competencies because they have purpose behind their work. Social entrepreneurship is connected to everyday life and practices; it is not exclusive to traditional social entrepreneurial arenas (i.e., non-profit organizations, social enterprise, philanthropy, etc.). Social entrepreneurship can also be found in the pro-staff position within a university (Noruzi & Westover, 2011). A social entrepreneurship training curriculum provides additional tools to assist pro-staff members to be more successful in their roles in order to assist students and help move university initiatives forward. As university resources continue to diminish, pro-staff must think differently and approach their roles from a different perspective, thus making the social entrepreneurship curriculum a good choice.

**Summary**

The purpose of this study was to introduce social entrepreneurial competencies to the pro-staff within Arizona State University's University Housing department. Social entrepreneurship is defined as an opportunity to create public value, build solutions to social problems, advance systematic changes, and improve the way of life for social good (Bornstein & Davis, 2010). While entrepreneurship can oftentimes accomplish the same things as social entrepreneurship, strictly entrepreneurial initiatives are ultimately focused on making profits rather than social good (Bornstein, 2007; Bornstein & Davis, 2010; Dees, 1998). It was deemed important to introduce social entrepreneurship to the pro-staff at ASU because using social entrepreneurship in their positions will enable them to develop diverse competencies to approach the multiple and

diverse responsibilities they have, such as working with students and managing resources. Staff must utilize creative solutions to combat these diverse responsibilities and declining financial resources. Providing professional development opportunities that are grounded in social entrepreneurial theory provides new ways for the staff to complete their daily tasks in a creative and efficient manner.

This action research study was cyclical in the sense that it was conducted in three parts, with each part consisting of a pre-workshop survey, a professional development workshop (i.e., an intervention), and a post-workshop survey based on what the researcher learned in the previous phase. The three phases took place from December 2010 to December 2011 and the study was available to the current pro-staff at ASU who began their employment in the position prior to January 2011. The study focused on creating a foundation of knowledge of social entrepreneurial concepts and competencies for the pro-staff, measuring the consequent growth of those competencies by identifying the professionals' strengths related to social entrepreneurial competencies, and finally, determining to what extent the pro-staff used the different types of social entrepreneurial competencies.

This study found there are five competencies and three strengths that are significant to the pro-staff at ASU when using social entrepreneurship in their responsibilities. These five competencies are action-oriented, creativity, listening, motivating others, and planning. Further analysis revealed that the pro-staff's strengths for social entrepreneurial competencies were action-oriented behaviors,

creativity, and innovation. In order to understand how and to what extent the staff incorporated the top five competencies into their daily work, data was solicited and analyzed by types of competencies, which were motive, trait, skill, self-image, and knowledge. Examining the data by types of competencies allowed the researcher to further understand the experience and usage of the competencies.

**Foundation**

**Pilot.** The pilot study determined that there was a lack of understanding and awareness concerning social entrepreneurial concepts by the pro-staff. In December 2010, 24 pro-staff were asked to complete a survey through QuestionPro to identify how they acquired their knowledge regarding Residential Life's desired competencies (based on ASU's University Housing professional guidelines), which competencies staff needed to further develop, and the preferred learning styles for acquiring development of these competencies. These competencies included those specific to the profession (Porter, 2005). Seventeen individuals completed this survey and the information was used to ensure that the training and development opportunities were meeting the needs of the pro-staff members. Based on the information provided by the participants, the pro-staff indicated a preference for trainings that included lecture-style discussions and information on trends or hot topics related to higher education. After researching current trends and hot topics in higher education, entrepreneurship was identified as a trend that the pro-staff had limited familiarity with. The New American University model, which was created and is employed by ASU, stresses excellence, access, and impact through eight design aspirations. Since

entrepreneurship is an aspiration of the New American University, it was determined that entrepreneurship should be assessed further and potentially incorporated into the professional development opportunities for the pro-staff. After additional research, the researcher chose social entrepreneurship as a focus for this action research study because it was a topic just starting to develop as an area of focus for the division of Educational Outreach and Student Services (EOSS) and would soon be introduced into the business practices of all units within the division, including Residential Life. Therefore, as a leader in the University Housing department, the researcher determined that it was an ideal time to introduce social entrepreneurship as a competency to the pro-staff at ASU and to address their incorporation of it into their daily practice.

**Phase I.** As an organization, University Housing at ASU follows a strengths-based philosophical approach, meaning it discovers individual staff member's strengths and works to apply the natural talents of the staff to their respective positions (StrengthsQuest, 2010). Phase I sought to determine what the strengths of the pro-staff at ASU were in regards to social entrepreneurial competencies. Phase I consisted of a workshop and a pre- and post- workshop survey. Based on the data from the pre-workshop survey, the workshop for Phase I focused on setting a foundation for understanding social entrepreneurial concepts and introducing the participants to ways of incorporating social entrepreneurship in their communities. Phase I included 10 participants who completed the entire post-pilot study (i.e., Phase I and Phase II). The participants

were six males and four females; seven held a bachelor's degree and three held a master's degree.

***Future plans***. Participants were asked about their future career plans within the next five years. Twenty percent of participants in the study planned to leave higher education within the next five years. That percentage is higher than the percentage found from a national study on housing and residence life professionals' recruitment and retention; only 9% of participants in that study reported intentions of leaving higher education in the next five years (Lebron et al., 2002). The researcher believes the findings from this study varied from the literature due to ASU being one of the largest universities in the nation, which can become an overwhelming experience for professionals new to the setting. University Housing is a fast-paced department that has multiple initiatives occurring at the same time. Due to the sheer number of students at ASU, there are numerous student issues that need to be addressed daily. Burnout can be common among housing professionals. According to Shalley and Gilson (2004), utilizing social entrepreneurship competencies can improve people's satisfaction with their daily work lives, suggesting that developing intentional social entrepreneurship training for the pro-staff members may help to reduce the number who desire to transition to another role or field after five years. Decreasing the number of pro-staff who want to transition to other fields will result in ASU more closely aligning with the national trends.

***Strengths.*** Three strengths (action-oriented behaviors, creativity, and innovation) emerged from the study data as important components of the pro-staff

position. The participants were asked various open-ended questions about definitions, strengths, qualities, and values of entrepreneurs, social entrepreneurs, and pro-staff that helped determine the top three strengths. One such strength identified in this study, action-oriented behaviors, was deemed important to the pro-staff position because the nature of the position requires the professionals to act in a variety of ways on a daily basis. Creativity was also identified as a natural strength of the study participants. Creativity was deemed as important to the pro-staff position because the staff must immediately react to potentially escalating or dire situations and be able to think on their feet to address daily tasks in the residential communities. Finally, innovation was the third social entrepreneurial strength that the study's participants naturally possessed. Innovation was deemed important to the pro-staff position because it encompasses follow-through with creative ideas. In order to make change in their communities, the pro-staff must act upon their ideas.

**Measuring Growth**

**Understanding and identifying as a social entrepreneur.** According to the Phase II post-workshop survey data (the final survey of the study), all participants felt that they understood the concept of social entrepreneurship as it related to their roles as pro-staff. This finding was important because on the study's first survey (prior to the Phase I workshop), all participants indicated that they did not understand the concept of social entrepreneurship as it related to their roles as pro-staff. In addition, when the participants were asked if they saw themselves as social entrepreneurs, five participants indicated *yes*, four

participants indicated *no*, and one participant was unsure prior to the Phase II workshop. After the Phase II workshop, in response to the same question, nine participants indicated *yes* and the same participant was still unsure.

This finding was significant for many reasons. First, it suggested that the series of professional development trainings on social entrepreneurial competencies positively contributed to the pro-staff's understanding of how to incorporate the competencies into their daily work. Secondly, by identifying as a social entrepreneur within their pro-staff role, the participants were more likely to want to continue utilizing social entrepreneurial concepts and competencies (Bornstein & Davis, 2010). As such, the likelihood of these professionals positively affecting their students' potential for contributing to the greater good increases, as does the professionals' prosperity for innovative approaches to managing resources.

In addition to the sample described above, Phase II included an independent sample that was not a part of Phase I for validation purposes. The participants of this sample completed the same Phase II pre- and post-workshop surveys as did the study's primary sample. The independent sample participants were asked if they understood the concept of social entrepreneurship related to their roles as pro-staff, and none of the participants stated that they understood the concept very well. Five participants stated they somewhat understood the concept and four participants stated they did not understand the concept that well. The participants were also asked if they considered themselves social entrepreneurs; four participants stated *yes*, two participants stated *no*, and three were unsure.

Based on these responses from participants in the independent sample, the researcher concluded that the pro-staff will better understand and use social entrepreneurship in their daily job responsibilities with more exposure to social entrepreneurial concepts. The independent sample participants confirmed that they would utilize social entrepreneurial competencies if they were provided with a series of intentional trainings on how to incorporate such competencies into their daily practices.

**Use in daily practice.** The pro-staff used the five competencies (action-oriented, creativity, listening, motivating others, and planning) to complete tasks related to their housing roles. In determining which competencies are valued most, the pro-staff identified action-oriented as the most important competency for their positions. The professionals' level of agreement with the survey items focusing on the listening competency did not vary from the Phase II pre- and post-workshop survey; this is not surprising considering the nature of the pro-staff position. The listening competency is utilized on a daily basis when the pro-staff interact with students and other university members. When examining the extent to which pro-staff identify with utilizing social entrepreneurial competencies, the action-oriented, creativity, motivating others, and planning competencies increased in use from the Phase II pre-workshop survey to the post-workshop survey. Each of these competencies increased in usage from a weekly basis to a daily basis, according to the participants. Workshop II did not seem to have an effect on how the pro-staff demonstrated the competencies in the workplace, but it

did appear to affect the participants' understanding of how they utilized these competencies on a daily basis.

**Practice**

This study allowed the researcher to introduce social entrepreneurship to the pro-staff at ASU. Prior to this study, six participants had not participated in entrepreneurship and/or social entrepreneurship workshops, courses, trainings, or seminars in the past three years. The data suggested that the pro-staff would identify as social entrepreneurs after being exposed to intentional professional development on social entrepreneurship. This study introduced a new subject to housing professionals that can be developed further for the live-in staff and others within ASU's University Housing department.

The study showed that the series of interventional workshops had a positive impact over time. In Phase I of the study, only six participants demonstrated an understanding of social entrepreneurship as it related to their roles as pro-staff, compared to all 10 participants in Phase II. The independent sample participants did not have the series of workshops and their responses evidenced this lack. Fifty-five percent of independent sample participants understood the concept of social entrepreneurship as it related to their roles as pro-staff compared to 100% of participants in the study's primary sample. This validated the plan for incorporating social entrepreneurial competencies in the University Housing training and professional development plan. Further, it is recommended that housing professionals are encouraged to identify their strengths related to social entrepreneurial competencies. The plan in Residential

Life is for the pro-staff participate in the StrengthsQuest assessment in July 2012, which will determine their top five individual strengths. This assessment and any consequent strengths-based training should consider the integration of strengths into related to social entrepreneurial competencies.

As a practitioner, the researcher will continue to build upon the social entrepreneurial competencies and strengths that were identified in this study. After the StrengthsQuest assessment in July 2012, all pro-staff will participate in a series of workshops that will help them further develop the top five social entrepreneurship competencies. The staff will be able to utilize these competencies to help them with successfully performing various components of their roles, such as programming, crisis response, student interaction, and creating partnerships with faculty and other staff at the university. By having a foundation in social entrepreneurial thinking, the pro-staff can use their skill-sets to successfully work on any initiative that emerges at the university.

The researcher is anxious to share the information found in this study with the greater housing profession. The term *social entrepreneurship* is new to the realm of housing, but the concepts behind social entrepreneurship are currently immersed within the field of housing. The top five competencies (action oriented, creativity, listening, motivating others, and planning) found in this study are no different than those currently utilized by all pro-staff, but what is different is these competencies are utilized from a social entrepreneurial perspective. By working from this perspective, pro-staff are able to show students how to positively transform society by changing students' thinking and behaviors (Bornstein &

Davis, 2010). The pro-staff are able to show students that they can "initiate and lead change processes that are self-correcting, growth-oriented, and impact focused" (Bornstein & Davis, 2010, p. 24). The researcher hopes to share the updated terminology of social entrepreneurial concepts with the greater housing community at future conferences and in future publications.

## Research

**University Housing.** This study set the way for how social entrepreneurial concepts are being introduced to the pro-staff at ASU. These concepts allowed the pro-staff to approach their daily responsibilities from a different perspective than what would normally do. The study had to be developed based on the constraints of anonymity to limit participants feeling coerced to participate in the study or respond to survey items in a particular way, based on the employer/employee relationship of the researcher and participants. The researcher would like to continue this action research study with a third phase that includes in-depth interviews or focus groups with the participants from the current study. However, the in-depth interviews or focus groups would be led by someone who does not oversee the pro-staff to limit coercion and potential bias from the participants. In-depth interviews or focus groups would allow the researcher and her community of practice to better understand how the live-in professionals actually incorporate the top five competencies into their practice. Even though the surveys in Phase I and Phase II were open-ended, they did not allow the researcher to ask follow-up questions when the participants did not provide a high enough level of description or detail in their responses.

In the Phase I post-workshop survey offered in July 2011, participants were asked to select their top five competencies utilized by social entrepreneurs and pro-staff. That survey was the only time participants were asked for that specific information. That information could have potentially changed if it was requested again on the Phase II pre-workshop survey in December 2011. The participants had one semester to experience social entrepreneurship and that experience could have affected the original top five competencies. Again, a third phase of the study could request this information for further comparison of the top five competencies selected in Phase I. The third phase of the study could include a component to analyze the job description of the pro-staff position to determine what areas or responsibilities of the position fit best with the top five social entrepreneurial competencies.

In July 2012, the training for the pro-staff should plunge further into each of the top five competencies. The researcher created a model (see Appendix V) for presenting social entrepreneurial concepts to pro-staff by looking at each of the five competencies, creating learning outcomes based on the five competencies, and using the three strengths for implementation. A series of five workshops will allow each competency to be explored in detail. To assess the impact of these workshops, a pre- and post-workshop survey could be administered with each workshop to help develop the content and delivery structure of the next workshop. Focus groups could also be conducted at the end of the workshop series to discuss how the workshops' content will assist the professional in their roles as pro-staff.

The pro-staff can have an impact on the students and the resources they manage by utilizing social entrepreneurship. To assess whether their increased understanding of social entrepreneurship has an impact on the students in the professionals' residence halls, the pro-staff could assess the sense of community that they were able to create in their residence halls. Based on the findings of this study, a next step could be to assess changes in types of programming and activities offered in the residence halls. Different types of programs could be evaluated based on their content and social entrepreneurial undertones concerning creativity and innovation. Another step could be to assess the changes in student behavior in the residence halls after students and pro-staff had conversations where the housing professionals utilized social entrepreneurial competencies. One more step could be to assess the changes in job-related spending patterns by the pro-staff based on thinking about social entrepreneurial competencies before making a purchase.

This study had more male participants than female participants, however the researcher did not examine any differences of social entrepreneurial competency understanding and growth along gender lines. This is an area that could be explored further through intentional data collection to determine if the pro-staff at ASU incorporate social entrepreneurial competencies differently based on gender identification.

**Student Affairs.** This research topic can be utilized beyond the confines of University Housing. Social entrepreneurial competencies can be discussed in any Student Affairs department. Based on the similarities with different

departments, it would be easy to introduce social entrepreneurship to the Departments of Judicial Affairs and Student Engagement. The professional staff in University Housing hears judicial cases and provides programming opportunities for students just as those departments do on a larger scale. Introducing the topic of social entrepreneurship to other departments allows the staff to do their jobs from a different perspective and feel they are making a difference for their students and the institution.

**Conclusion**

Through this study, the researcher learned that action research was the ideal method for studying one's community of practice. Action research allowed the researcher to implement changes to the community of practice as soon as the data was produced (Creswell, 2009). Action research allows practitioners to address concerns they face in their community of practice and have the necessary influence to make changes. As a leader of the Residence Life staff, the researcher was able to assess challenges and implement changes to improve the daily operations of the pro-staff. The researcher will continue to utilize action-research in her community of practice to reflect and assess current and future practices. The researcher has previously served as a live-in housing professional for a number of years, so this study also allowed the researcher to reflect on and use her personal experiences as a pro-staff member to inform the study and implement consequent findings.

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# APPENDIX A

# INSTITUTIONAL REVIEW BOARD APPROVAL

ASU Knowledge Enterprise Development

Office of Research Integrity and Assurance

| | |
|---|---|
| **To:** | Kris Ewing<br>ED |
| **From:** | Mark Roosa, Chair<br>Soc Beh IRB |
| **Date:** | 12/16/2010 |
| **Committee Action:** | **Exemption Granted** |
| **IRB Action Date:** | 12/16/2010 |
| **IRB Protocol #:** | 1012005819 |
| **Study Title:** | An evaluation of the effectiveness of a professional staff training program in Residential Life |

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(2) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

# APPENDIX B

# INFORMED CONSENT

**AN EVALUATION OF THE EFFECTIVENESS OF A PROFESSIONAL STAFF TRAINING PROGRAM IN RESIDENTIAL LIFE**

Date

Dear Participant:

I am a graduate student under the direction of Dr. Kris Ewing in the Mary Lou Fulton Teacher's College at Arizona State University.

I am conducting a research study to enhance the training experience for the Residential Life live-in professional staff at Arizona State University. I am inviting your participation, which will involve completing an electronic survey which will take about 30 minutes.

Your participation in this study is voluntary and anonymous. Your name and identifying information will not be captured by the electronic survey system or known by the researcher or your employers. If you choose to participate, you can skip questions or withdraw from the study at any time, there will be no penalty. Your responses will remain anonymous.

By participating in this study, your responses will help in updating the curriculum for upcoming training sessions to better meet the needs of current and future staff. Also, you will have the self-satisfaction in knowing you left your mark in the Residential Life training program.

There are minimal foreseeable risks or discomforts to your participation. I am conducting the research as a student, but also using this information for my leadership role in Residential Life in order to enhance the training program for all live-in professional staff. The data from all participants that filled out the survey will be analyzed and shared with the staff members that create the training experiences for the ASU res life hall staff. Individual responses will not be shared; just percentages in relation to the group as a whole, for example, 5% of participants feel X will improve the training experience. This information cannot be traced back to you directly.

Your identity and responses will remain anonymous and confidential because you will complete the survey through QuestionPro, a third party company and no identifiable information such as a name or ID number will be asked of you. The results of this study may be used in reports, presentations, or publications but your name and identity will not be known.

If you have any questions concerning the research study, please contact the research team at: Kris.Ewing@asu.edu or Alicia.Vela@asu.edu . If you have any questions about your rights as a subject/participant in this research, or if you feel

you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Submission of your responses to the questionnaire will be considered your consent to participate.

Sincerely,

Alicia Vela

# APPENDIX C

## PROFESSIONAL STAFF ASSESSMENT SURVEY

1. Age
    1. 18-25
    2. 26-30
    3. 31-35
    4. 36-39
    5. 40+

2. Gender
    1. Female
    2. Male
    3. NA

3. Highest degree obtained
    1. Bachelor
    2. Masters
    3. Doctoral
    4. Other

4. Title of your current position
    1. Community Director
    2. Assistant Community Director
    3. Community Manager

5. How long have you been working full-time in higher education after you received a bachelor's degree?
    1. less than 1 year
    2. 1-2 years
    3. 3-4 years
    4. 5+ years
    5. NA

6. How long have you worked part-time in higher education after you received a bachelor's degree?
    1. less than 1 year
    2. 1-2 years
    3. 3-4 years
    4. 5+ years
    5. NA

7. Have you been employed by ASU before June 30, 2010 as a professional staff member?
    1. Yes
    2. No

8. What are your future career goals in the next five years? (Select all that apply)
   1. further education
   2. advancement in Housing
   3. transition to another position at this university, If yes, what type of position_____
   4. transition to another position at a different university, If yes, what type of position_____, what type of institution_____
   5. Transition out of Higher Education
   6. Other: _____

9. Rate your level of knowledge for the following competencies.

| | Poor | Limited | Average | Good | Excellent |
|---|---|---|---|---|---|
| **Academic engagement** Examples: campus resources or fostering academic environments | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Administrative decision making** Examples: Room changes, Audits, paperwork | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Budget/finance** Examples: paperwork, setting priorities, planning | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Community development** Examples: relationship building, assessing community needs | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Conflict resolution** Examples: mediation, behavior agreements, policy enforcement | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Counseling or referrals** Examples: Mandated referrals, paperwork, when needed, student impact | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Crisis intervention** Examples: follow protocol, role of staff, assess threat/safety/security | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Critical incidents** Examples: emergency manual, report writing, follow protocol | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Customer service** Examples: professionalism, dealing with difficult people, assess needs, working with parents | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Diversity** Examples: personality styles, resources on campus, self awareness, | ❑ | ❑ | ❑ | ❑ | ❑ |

| | | | | | |
|---|---|---|---|---|---|
| language usage | | | | | |
| **Emergency response** Examples: duty protocol, chain of notification, dealing with incident protocols, location of emergency equipment | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Facilities management** Examples: Identification and resolving building issues | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Federal, state, and university policies** Examples: FERPA, Code of Conduct, Housing Policies, AZ Tenant Laws | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Goal setting** Examples: Setting the mission, vision, and direction of the community, plan ahead | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Learning communities/residential colleges** Examples: Special needs for each group, campus resources, academic support | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Mediation** Example: assessing needs of all involved, setting boundaries, guidelines, paperwork | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Networking** Examples: being political savvy, small talk, conference participation | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Presentation skills** Examples: manage information flow, public speaking | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Programming** Examples: assessing needs of community, planning ahead, advertising | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Staff development and motivation** Examples: personal enhancement, learning work styles, reading journals, inspiring staff | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Supervision skills** Examples: mentoring and coaching, | ❑ | ❑ | ❑ | ❑ | ❑ |

| | | | | | |
|---|---|---|---|---|---|
| provide feedback, performance documentation, best practices | | | | | |
| **Trends/special topic/hot topics** Examples: current trends in housing, work life balance, FAQs by students | ❑ | ❑ | ❑ | ❑ | ❑ |

Additional comments:

10. How did you gain knowledge/develop the following competencies?

Academic engagement
- A. ASU Training
- B. Graduate School
- C. On the job
- D. Previous employer training
- E. Other_____

Administrative decision making
- A. ASU Training
- B. Graduate School
- C. On the job
- D. Previous employer training
- E. Other_____

Budget/finance
- A. ASU Training
- B. Graduate School
- C. On the job
- D. Previous employer training
- E. Other_____

Community development
- A. ASU Training
- B. Graduate School
- C. On the job
- D. Previous employer training
- E. Other_____

Conflict resolution
- A. ASU Training
- B. Graduate School
- C. On the job
- D. Previous employer training
- E. Other_____

Counseling or referrals
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Crisis intervention
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Critical incidents
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Customer service
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Diversity
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Emergency response
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Facilities management
A. ASU Training
B. Graduate School

C. On the job
D. Previous employer training
E. Other_____

Federal, state, and university policies
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Goal setting
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Learning communities/residential colleges
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Mediation
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Networking
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Presentation skills
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Programming
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Staff development and motivation
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Supervision skills
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

Trends/special topics/ hot topics
A. ASU Training
B. Graduate School
C. On the job
D. Previous employer training
E. Other_____

11. How often do you engage in activities associated with each competency?

| | Semesterly | Monthly | Weekly | Daily | NA |
|---|---|---|---|---|---|
| **Academic engagement** Examples: campus resources or fostering academic environments | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Administrative decision making** Examples: Room changes, Audits, paperwork | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Budget/finance** Examples: paperwork, setting priorities, planning | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Community development** Examples: relationship building, assessing community needs | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Conflict resolution** Examples: mediation, behavior | ❑ | ❑ | ❑ | ❑ | ❑ |

| | | | | | |
|---|---|---|---|---|---|
| agreements, policy enforcement | | | | | |
| **Counseling or referrals**<br>Examples: Mandated referrals, paperwork, when needed, student impact | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Crisis intervention**<br>Examples: follow protocol, role of staff, assess threat/safety/security | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Critical incidents**<br>Examples: emergency manual, report writing, follow protocol | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Customer service**<br>Examples: professionalism, dealing with difficult people, assess needs, working with parents | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Diversity**<br>Examples: personality styles, resources on campus, self awareness, language usage | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Emergency response**<br>Examples: duty protocol, chain of notification, dealing with incident protocols, location of emergency equipment | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Facilities management**<br>Examples: Identification and resolving building issues | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Federal, state, and university policies**<br>Examples: FERPA, Code of Conduct, Housing Policies, AZ Tenant Laws | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Goal setting**<br>Examples: Setting the mission, vision, and direction of the community, plan ahead | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Learning communities/residential colleges**<br>Examples: Special needs for each group, campus resources, academic support | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Mediation**<br>Example: assessing needs of all involved, setting boundaries, guidelines, paperwork | ❑ | ❑ | ❑ | ❑ | ❑ |

| | | | | | |
|---|---|---|---|---|---|
| **Networking**<br>Examples: being political savvy, small talk, conference participation | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Presentation skills**<br>Examples: manage information flow, public speaking | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Programming**<br>Examples: assessing needs of community, planning ahead, advertising | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Staff development and motivation**<br>Examples: personal enhancement, learning work styles, reading journals, inspiring staff | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Supervision skills**<br>Examples: mentoring and coaching, provide feedback, performance documentation, best practices | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Trends/special topic/hot topics**<br>Examples: current trends in housing, work life balance, FAQs by students | ❑ | ❑ | ❑ | ❑ | ❑ |

Additional comments:

12. Rate your comfort level in applying the following the competencies?

| | No experience/ unsure | Un comfort able | Some what comfort able | Neutral | Comfortable | Very comfortable |
|---|---|---|---|---|---|---|
| **Academic engagement**<br>Examples: campus resources or fostering academic environments | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Administrative decision making**<br>Examples: Room changes, Audits, paperwork | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Budget/finance**<br>Examples: paperwork, setting priorities, planning | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Community development**<br>Examples: relationship building, assessing community needs | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Conflict resolution**<br>Examples: mediation, behavior agreements, policy enforcement | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Counseling or referrals**<br>Examples: Mandated referrals, paperwork, student impact | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Crisis intervention**<br>Examples: follow protocol, role of staff, assess threat/safety/security | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Critical incidents**<br>Examples: emergency manual, report writing, follow protocol | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Customer service**<br>Examples: professionalism, dealing with difficult people, assess needs, working with parents | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Diversity**<br>Examples: personality styles, resources on campus, self awareness, language usage | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Emergency response**<br>Examples: duty protocol, chain of notification, dealing with incident protocols, location of emergency equipment | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Facilities management**<br>Examples: Identification and resolving building issues | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Federal, state, and university policies**<br>Examples: FERPA, Code of Conduct, Housing Policies, AZ Tenant Laws | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Goal setting**<br>Examples: Setting the mission, vision, and direction of the community, plan ahead | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Learning communities/residential colleges**<br>Examples: Special needs for each group, campus resources, academic support | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Mediation**<br>Example: assessing needs of all involved, setting boundaries, guidelines, paperwork | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Networking**<br>Examples: being political savvy, small talk, conference participation | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Presentation skills** Examples: manage information flow, public speaking | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Programming** Examples: assessing needs of community, planning ahead, advertising | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Staff development and motivation** Examples: personal enhancement, learning work styles, reading journals, inspiring staff | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Supervision skills** Examples: mentoring and coaching, provide feedback, performance documentation, best practices | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Trends/special topic/hot topics** Examples: current trends in housing, work life balance, FAQs by students | ❑ | ❑ | ❑ | ❑ | ❑ | ❑ |

Additional comments:

13. Which of the following competencies would you like additional training on for the spring semester? (Select all that apply)

1. Academic engagement
2. Administrative decision making
3. Budget/finance
4. Community development
5. Conflict resolution
6. Counseling or referrals
7. Crisis intervention
8. Critical incidents
9. Customer service
10. Diversity
11. Emergency response
12. Facilities management
13. Federal, state, and university policies
14. Goal setting
15. Learning communities/residential colleges
16. Mediation
17. Networking
18. Presentation skills
19. Programming

20. Staff development and motivation
21. Supervision skills
22. Trends/special topics/hot topics

14. Describe your preferred style of learning in the following competencies.

| | Hands on/ experientia l learning | Lecture/ discussion | Workshop | Webinar | Self taught/ on the job |
|---|---|---|---|---|---|
| **Academic engagement** Examples: campus resources or fostering academic environments | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Administrative decision making** Examples: Room changes, Audits, paperwork | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Budget/finance** Examples: paperwork, setting priorities, planning | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Community development** Examples: relationship building, assessing community needs | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Conflict resolution** Examples: mediation, behavior agreements, policy enforcement | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Counseling or referrals** Examples: Mandated referrals, paperwork, when needed, student impact | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Crisis intervention** Examples: follow protocol, role of staff, assess threat/safety/security | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Critical incidents** Examples: emergency manual, report writing, follow protocol | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Customer service** Examples: professionalism, dealing with difficult people, assess needs, working with parents | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Diversity** Examples: personality styles, resources on campus, self-aware, language usage | ❑ | ❑ | ❑ | ❑ | ❑ |

| | | | | | |
|---|---|---|---|---|---|
| **Emergency response**<br>Examples: duty protocol, chain of notification, dealing with incident protocols, location of emergency equipment | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Facilities management**<br>Examples: Identification and resolving building issues | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Federal, state, and university policies**<br>Examples: FERPA, Code of Conduct, Housing Policies, AZ Tenant Laws | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Goal setting**<br>Examples: Setting the mission, vision, and direction of the community, plan ahead | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Learning communities/residential colleges**<br>Examples: Special needs for each group, campus resources, academic support | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Mediation**<br>Example: assessing needs of all involved, setting boundaries, guidelines, paperwork | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Networking**<br>Examples: being political savvy, small talk, conference participation | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Presentation skills**<br>Examples: manage information flow, public speaking | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Programming**<br>Examples: assessing needs of community, planning ahead, advertising | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Staff development and motivation**<br>Examples: personal enhancement, learning work styles, reading journals, inspiring staff | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Supervision skills**<br>Examples: mentoring and coaching, provide feedback, performance documentation, best practices | ❑ | ❑ | ❑ | ❑ | ❑ |
| **Trends/special topic/hot topics**<br>Examples: current trends in housing, work life balance, FAQs by students | ❑ | ❑ | ❑ | ❑ | ❑ |

Additional comments:

# APPENDIX D

## COMMUNITY DIRECTOR POSITION RESPONSIBILITIES

The Community Director provides overall management and leadership to a residential community through specific duties and responsibilities that can be classified into the following broader categories:

• Supervision/Leadership
• Administration & Operations
• Crisis Management/On-call Coverage
• Community Development
• Student Conduct Administration
• Facilities Management
• Academic Enhancement

The following symbols will be used to designate which campus would have the Community Director carrying out specific responsibilities:

T=Tempe DPC=Downtown Phoenix W=West P=Polytechnic ALL=All 4 campuses

**Qualities of a successful candidate**
Candidates who are selected for the Community Director position typically have the following knowledge, skills, and abilities that are illustrated in their application and interviews.

- Knowledge of managing a residential community.
- Knowledge of the principles, practices and techniques of crisis management using appropriate interventional methods.
- Knowledge of supervisory principles and practices.
- Knowledge of university judicial systems and understanding of university policies and procedures relating to student conduct.
- Knowledge of student development theory or human development theory.
- Skill in working with a diverse student population.
- Skill in problem solving and decision-making.
- Skill in program design and development.
- Skill in effectively managing, supervising and evaluating assigned staff.
- Skill in both verbal and written communication.
- Skill in establishing and maintaining effective working relationships.
- Skill in teaching and facilitating in and out of classroom experiences.
- Skill in the use of computer technology in performing work responsibilities.
- Ability to work effectively with diverse populations providing advice and guidance.

**Supervision/Leadership**
- Supervision of Community Assistants (ALL)
- Supervision of Assistant Community Director(s) (T/W/P)

- Assist with campus-wide student staff recruitment, selection and training (ALL)
- Assist with campus-wide professional staff recruitment, selection and training (ALL)
- Plan, organize, and implement staff development opportunities (ALL)
- Provide performance evaluations and ongoing feedback for staff (ALL)
- Conduct weekly staff meetings and regular on-on-one meetings with staff (ALL)
- Oversight and/or supervision of desk operations (T/W/DPC)
- Oversight of or advise Hall Council and functions associated with Hall Council (ALL)

**Administration & Operations**

- Manage budget allocations for staff payroll, office supplies, and programming (ALL)
- Work with staff and student leaders to complete necessary budget paperwork (ALL)
- Oversee hall/room/community transfer process for community of responsibility (ALL)
- Facilitate meetings for residential license agreement release of housing contract to ensure students understand process and paperwork needed to submit request (T/W/DPC/P)
- Oversee community space reservations and that standards of use are maintained (T/W/P)
- Coordinate residence hall opening and closing for community of responsibility (ALL)
- Maintain office hours during regular business hours to remain accessible and visible (ALL)
- Perform operation functions such as running of resident rosters, performing audits for no-show or not enrolled students, and sending notification to students regarding housing eligibility status (ALL)
- Perform functions of front desk manager or oversee the responsibilities of a front desk manager (T/W)

**Crisis Management/On-Call Coverage**

- Participate in on-call duty rotation/crisis management and emergency coverage (ALL)
- Respond to and document duty calls and situations (ALL)
- Provide immediate crisis intervention and follow up as need be (ALL)
- Make referrals to appropriate campus resources either during or after the incident (ALL)
- Monitor and respond to daily duty reports (ALL)
- Act as Resource On Call (ROC) to on-duty staff to provide support and assistance (T)

**Community Development**

- Support department and university programming initiatives through sharing of information with staff and students, attendance, distribution of marketing materials (ALL)
- Provide on-going support to residents and staff on academic, personal, social, and behavioral issues (ALL)
- Assist staff in facilitating community norms and ensure that community concerns/issues are addressed in a timely and effective manner (ALL)
- Assess community needs and develop programming experiences to meet identified needs (ALL)
- Develop/Adjust programming model and philosophy appropriate to hall needs (ALL)
- Assist staff in the purchasing of programming supplies and shopping (ALL)
- Track programs through programming reports for hall (ALL)
- Contribute to monthly University Housing newsletter, What In The Hall (ALL)

**Student Conduct Administration**

- Assist Residential Education's Judicial Coordinators and Office of Student Rights and Responsibilities in the management of the judicial process for community (T/W/P)
- Communicate and interpret department and university policy to staff and students (ALL)
- Keep updated student behavior records through the Judicial Affairs Management System (ALL)
- Assist in conducting judicial meetings with students, administer appropriate sanctions, and conduct timely follow-up with sanctions (ALL)
- Communicate with appropriate professional staff regularly regarding student behavior (ALL)
- Make referrals/FYIs/complaints to the Office of Student Rights and Responsibilities, Counseling and Consultation, ASU Police, and other university partners (ALL)
- Communicate with professional and student staff of Residential Review Board (W/T/P)

**Facilities Management**

- Develop and maintain working relationship with Facilities and Services staff (T/W/DPC/P/)
- Provide input on facilities concerns for community by conducting regular tours of community and submitting necessary work requests to have repairs completed or areas cleaned (T/W/DPC/P)
- Initiate procedures for billing of damages, repairs and general improvements (T/W/P)

- Follow-up on outstanding facilities concerns with staff, students, and/or parents (T/W/DPC/P)
- Work with third party service providers and contractors to address major facility issues (T/W/P)

**Academic Enhancement**

- Support academic success of residents in communities through partnership with Learning Support Services (T/DPC/W/P)
- Establish working relationships with First Year Residential Experience/Residential College paraprofessionals and supervisors (T/DPC/W/P)
- Assist student leaders in communicating about issues and collaborating in community development efforts (ALL)
- In areas with Residential Colleges: Collaborate with academic partners to integrate the learning community into residential living environment (T/DPC/W/P)

**Additional Responsibilities**

- Establish and maintain relationships with various campus and third party partners (ALL)
- Participate in unit/department/university committees (ALL)
- Assist in management of summer conferences (T/W/P)

*Note*. Adapted from "Community Director position responsibilities," by Arizona State University, 2010, retrieved from http://www.asu.edu/studentaffairs/reslife/professional.htm

# APPENDIX E

## ASSISTANT COMMUNITY DIRECTOR POSITION RESPONSIBILITIES

The Assistant Community Director assists in the overall management and leadership to a residential community through specific duties and responsibilities that can be classified into the following broader categories, which are consistent across all three campuses where the ACD position is located:

• Supervision/Leadership
• Community Development
• Student Conduct Administration
• Crisis Management/On-Call Coverage
• Facilities Management
• Academic Enhancement
• Administration and Operations

**Qualities of a successful candidate**
Candidates who are selected for the Assistant Community Director position typically have some of the following knowledge, skills, and abilities illustrated in their application and interviews.

- Knowledge of and skill in community development and programming
- Knowledge of the methods/techniques for crisis management using appropriate interventional methods
- Knowledge of university judicial systems and understanding of university policies and procedures relating to student conduct.
- Knowledge of the needs of various residential communities such as first year students, upper class students, family housing, and academically themed communities
- Skill in problem solving and decision-making
- Skill in conflict mediation
- Skill in effectively managing, supervising, training, and evaluating student leaders and staff
- Skill in both verbal and written communication.
- Skill in providing quality customer service to a diverse customer base
- Skill in establishing and maintaining effective working relationships.
- Skill in teaching and facilitating in and out of classroom experiences.
- Skill in the use of computer technology in performing work responsibilities.
- Ability to work effectively with diverse populations in providing advice and guidance.

**Supervision/Leadership**
- Assist in the supervision of or directly supervise student staff (Community Assistants)
- Assist or lead in the facilitation of weekly student staff meetings
- Provide on-going feedback in an effort to professionally develop student staff

- Complete performance evaluations
- Conduct scheduled one-on-one meetings with CAs as assigned
- Coordinate on-going staff development for student staff
- Coordinate student staff duty scheduling
- Consult with Community Director to address student personnel performance issues
- Establish working relationships with First Year Residential Experience and/or Residential College paraprofessionals and supervisors
- Provide advising, resources, and referrals to staff and residents
- Assist in the recruitment and selection of student and professional staff
- Supervision of desk operations through selection, training, and evaluation of Desk Assistants, managing payroll, key audits, and other administrative tasks
- Advise hall council, attend weekly meetings, have regular 1-on-1s with Hall Council leadership, support and attend hall council events, and attend weekly RHA meetings

**Community Development**

- Create, plan, and implement department programming model in collaboration with Community Director
- Assist with assessing the needs of all assigned area residents and develop programming goals to meet identified needs in assigned area
- Support and direct hall and residential neighborhood programming activities
- Maintain accurate programming records and ensure CAs meet expectations/requirements
- Support department and university programmatic initiatives and models
- Promote student use of services provided by Learning Support Services
- Attend student and staff activities, making efforts to get to know area residents and maintain a high level of visibility

**Student Conduct Administration**

- Communicate and interpret departmental policy and Arizona Board of Regents Student Code of Conduct to staff and students
- When necessary, assist student staff with student policy violations
- Conduct judicial meetings with students that violate policies, apply appropriate sanctions, and conduct timely sanction follow-up as assigned
- Keep updated student behavior records through the Judicial Affairs Management Systems (JAMS)
- Communicate with Community Director, Assistant Director or Director, Program Coordinator Senior(s) and Office of Student Rights and Responsibilities staff regularly regarding student behavior
- Serve as a student advocate when appropriate

**Crisis Management/On-call Coverage**

- Participate in on-call duty responsibilities on a rotating basis
- Respond to crisis or emergency situations as outlined in the University Housing Emergency Response Manual
- Provide crisis response, intervention, and follow up as appropriate
- Communicate with a wide range of appropriate university resources to address crisis and follow up
- Keep thorough documentation of crisis/emergency situations
- Submit timely, detailed duty reports at the end of each shift by 8:00am.

**Facilities Management**

- Develop and maintain working relationship with Facilities and Services staff
- Provide input on facilities concerns for community by conducting regular tours of community and submitting necessary work requests to have repairs completed or areas cleaned
- Initiate procedures for repairs and general improvements
- Follow-up on outstanding facilities concerns with staff, students, and/or parents
- Work with third party service providers and contractors to address major facility issues

**Academic Enhancement**

- Support academic success of residents in communities through partnership with Learning Support Services
- Establish working relationships with First Year Residential Experience/Residential College paraprofessionals and supervisors
- Assist student leaders in communicating about issues and collaborating in community development efforts
- In areas with Residential Colleges: Collaborate with academic partners to integrate the learning community into residential living environment

**Administration and Operations**

- Assist in coordination with hall openings and closings
- Communicate, report to, and update the Community Director on a regular basis regarding situations requiring special attention
- Maintain regular office hours within the position percentage time
- Provide customer service to residents, parents, and community partners
- Respond to student issues and concerns in a timely manner and refer to Community Director when needed
- Participate in committee assignments and/or special work groups as appointed
- Work with staff and student leaders to complete necessary budget paperwork

- Assist in the hall/room/community transfer process for community of responsibility
- Assist in the community space reservations process and ensure that standards of use are maintained
- Perform operation functions such as running of resident rosters, performing audits for no-show or not enrolled students, and sending notification to students regarding housing eligibility status
- Assist in management of summer conferences

*Note.* Adapted from "Assistant Community Director position responsibilities," by Arizona State University, 2010, retrieved from http://www.asu.edu/studentaffairs/reslife/professional.htm

# APPENDIX F

## COMPETENCIES OF HOUSING PROFESSIONALS

PART ONE–ADMINISTRATIVE
Competencies pertaining to the day-to-day operations and functioning of a housing operation.

A. PERSONNEL MANAGEMENT
Skills which pertain to the appropriate direction of staff and students.

1. SELECT STAFF
   Maintain qualified staff and adhering to selection policies and procedures.
2. TRAIN STAFF
   Provide staff the knowledge and skills to successfully perform their responsibilities.
3. SUPERVISE STAFF
   Provide staff the appropriate direction to successfully perform their responsibilities.
4. STAFF APPRAISAL
   Provide staff with informal and regularly scheduled formal appraisal of their performance.

B. PLANNING & PROJECTION
Skills which look to the future with an interest in the past and present and are essential to the proper operation and maintenance of an organization.

5. FORMULATE & INTERPRET POLICY
   Formulate policies which are best suited for your personnel, students and institution in accordance with current trends and research in student affairs. Also, prepare to explain and defend policies in accordance with aforementioned facets of housing operations.
6. LONG RANGE PLANNING
   Set goals for your operation for five to ten years in the future.
7. SHORT RANGE PLANNING
   Set goals for your operation in the next six months to one year.
8. STRAGEGIC PLANNING
   Implement plans and steps by which long and short range goals may be attended.
9. CONFERENCE PLANNING
   Booking, planning and preparation for use of residence halls and other campus facilities for groups other than resident students.
10. DEVELOP & SUPERVISE A BUDGET
    Understand the basic components of a housing budget and effectively provide for each component.

11. ENGAGE IN EFFECTIVE DECISION MAKING
    Know who and what are directly and indirectly affected by your decisions. Learn to make timely and wise decisions.
12. FACILITIES MANAGEMENT
    Manage day-to-day custodial and maintenance operations.
13. CONSTRUCTION & RENOVATION
    Understand the processes and techniques of building and altering physical facilities.
14. PUBLIC RELATIONS
    Articulate and interpret the mission to other campus and community populations.
15. EVALUATE PROGRAMS
    Assess the effectiveness of a past program and understand if and how it met the needs of the personnel it was intended to address.
16. OCCUPANCY MANAGEMENT
    Keep halls filled to capacity.

C. RESEARCH SKILLS

Skills which pertain to adding to the growing body of knowledge in housing.

17. INTERPRET RESEARCH AS IT IS REPORTED IN PROFESSIONAL LITERATURE
    Read current journals and be able to analyze and synthesize information as it pertains to the housing profession.
18. CONDUCT INDEPENDENT RESEARCH
    Understand what research needs to be conducted and use current research methods to obtain and analyze data and apply findings to both a specific institution and institutions in general.
19. STATISTICAL ANALYSIS
    Understand and use basic statistical tools in educational research.
20. APPLICATIONS OF NEW TECHNOLOGY
    Use current advances in other fields and apply them to work done in your organization.

PART TWO–DEVELOPMENTAL

Competencies pertaining to fostering ongoing learning in self, fellow staff and students.

A. COMMUNICATION SKILLS

Skills which pertain to the exchange of information.

21. INTERPERSONAL COMMUNICATION
    Utilize skills which pertain to the exchange of information between persons.

22. WORK COOPERATIVELY & EFFECTIVELY WITH A WIDE RANGE OF INDIVIDUALS
    Facilitate interactions with a diverse population.
23. PUBLIC SPEAKING/ PRESENTING
    Convey personal thoughts and ideas to a large number of colleagues at conferences and meetings.
24. NETWORKING
    Interact with colleagues through informal contact such as social events or more formal contact at conferences and programs.
25. TEACHING/ INSTRUCTION
    Impart one's own knowledge on a subject to others.
26. PRODUCTION & PUBLICATION OF PRINTED MATERIAL
    Producing effective and attractive printed material for internal and external use such as manuals, brochures, handbooks, etc.

B. DIVERSITY AWARENESS

Skills that pertain to the ability to be cognizant of and understand differences in others.

27. INTERPRET & RECOGNIZE SPECIAL NEEDS OF ETHNIC, RACIAL, RELIGIOUS & CULTURAL MINORITIES, GAYS, BISEXUALS, LESBIANS, WOMEN & THE PHYSICALLY CHALLENGED
    Have an understanding of the unique needs of diverse groups.
28. ARTICULATE CHARACTERISTICS OF COLLEGE STUDENTS
    Be aware of the special needs of college students in the 90's.

C. LEADERSHIP

The ability to influence the behavior of an individual or group toward a particular goal (Stogdill).

29. ADVISE GROUPS AND INDIVIDUALS
    Act as a consultant for one or more parties.
30. UNDERSTANDING & APPLICATION OF VARIOUS LEADERSHIP STYLES
31. MOTIVATION
    Influence the behavior of resident student leaders.

D. COUNSELING SKILLS

Skills which pertain to assisting students in defining and accomplishing personal and academic goals which are congruent with the overall mission of the institution. (Stimpson, 1986)

32. DISPLAY COMPETENCE IN ONE-ON-ONE COUNSELING
    Relate to others on a one-to-one basis and assisting in the accomplishment of personal and academic goals.
33. MEDIATING CONFLICT
    Intervene between disagreeing parties to promote compromise.
34. RECOGNIZE & EVALUATE GROUP DYNAMICS
    Observe and understand the interactions between diverse members of a group.
35. CRISIS MANAGEMENT
    Effectively respond to an unstable person or crisis situation.
36. FAIR & EFFECTIVE DISCIPLINE OF STUDENT MISCONDUCT
    Use current principles of student rights and responsibilities to maintain and monitor a student judicial system.

PART THREE–FOUNDATIONAL
Knowledge base which is acquired through formal education, reading literature pertaining to the field and continuing education. Foundational competencies provide the background and basis for housing operations.

A. THE INSTITUTIONAL ORGANIZATION
Foundational knowledge which pertains to understanding the structure of higher education.

37. RECOGNIZE & ANALYZE POLITICAL PROCESSES IN HIGHER EDUCATION
    Acknowledge different sub-populations which have a vested interest in the institution (i.e., faculty, staff, students, administration, parents, trustees and community, etc.), knowing how they interact and affect one another and applying that knowledge to the housing organization and its operations.
38. INTERPRET GOALS, CONCERNS & PROBLEMS OF INSTITUTION TO STUDENTS
    Understand the institution and effectively interpret its messages to the student body. Act as a liaison.
39. REPRESENT STUDENT CONCERNS TO WIDER CAMPUS & COMMUNITY
    Understand and interpret student needs, wants and goals to other groups with a vested interest in the institution and the students. Act as a liaison.

40. UNDERSTAND FINANCING OF HIGHER EDUCATION
    Know where major sources of revenue are obtained, how they are managed within an institution, and the differences in financing between private and public institutions.

41. ORGANIZATION/ MANAGEMENT THEORY
    Understand the basis and method by which a leader manages an organization.
42. APPRECIATE & UNDERSTAND SPECIALIZED FUNCTION OF STUDENT AFFAIRS DEPARTMENTS
    Know the field of student affairs and understand how all parts of the organization operate, interact and affect one another and know how to utilize these resources to get the best results for students and the institution.

B. THE STUDENT

An understanding of the student and how to effectively meet his/her needs within the higher education setting.

43. CITE & APPLY HUMAN DEVELOPMENT THEORY
    Understand basic developmental theories and how to apply them to resident students.
44. UNDERSTAND RELATIONSHIP BETWEEN THEORY & PRACTICE
    Understand the process of Practice to Theory to Practice.
45. ASSESSMENT OF STUDENT NEEDS & INTEREST
    Understand how to determine student needs and interests through effective assessment.
46. MEETING STUDENT DEVELOPMENT NEEDS THROUGH CURRICULAR & CO-CURRICULAR PROGRAMS & ACTIVITIES
    Know how to develop and implement effective programs stemming from assessment efforts.

C. CURRENT TRENDS

Keeping abreast of topics pertaining to higher education and student affairs, which will ensure effective communication, relevant programming efforts and timely organizational management.

47. DISPLAY FAMILIARITY WITH LITERATURE & CURRENT ISSUES
    Read and articulate current issues which are featured in national and regional journals such as The Chronicle of Higher Education, The Journal of College Student Development, The Journal of College and University Student Housing, The NASPA Journal, and The National Association of College and University Business Officers Journal.
48. ARTICULATE PHILOSOPHICAL, SOCIAL & CULTURAL ASPECTS OF HIGHER EDUCATION
    Understand and apply these facets to housing and higher education.

49. RECOGNIZE LEGAL IMPLICATIONS OF HIGHER EDUCATION ADMINISTRATION
    Be cognizant of laws and standards as they pertain to higher education in the 1990's and knowing where to seek legal assistance.
50. APPRECIATE & INTERNALIZE A PROFESSIONAL SET OF ETHICS
    Read and understand ACUHO-I ethical standards. Incorporate these standards into daily work in housing administration.

*Note:* Adapted from "Applications of Sandwith's Competency Domain Model for Senior College Housing Officers in the United States," by J. D. Porter, 2005, (Doctoral Dissertation), retrieved from ProQuest Dissertations & Theses. (3204463). Taken from "Competencies of Housing Professionals," N.W. Dunkel, & P.J. Schreiber, 1990, unpublished chart, National Housing Training Institute.

# APPENDIX G

## COMPETENCIES OF SENIOR COLLEGE HOUSING OFFICERS

**Advising Groups and Organizations** - Serve in the role of consultant, mentor, coach, and/or role model.

**Application of Technology** - Maintain knowledge of technological advances and how they apply to/effect housing and higher education. Continuously improve technological capabilities of housing organization for administrative efficiency and to enhance student learning. Require technical competence throughout organization.

**Assessment of Student Needs & Interests** - Determine student needs, interests, and satisfaction through formal and informal assessment measures. Develop and implement a plan to address resulting data.

**Awareness of College Student Characteristics**- Be aware of/recognize current, changing, and diverse characteristics and needs of college students.

**Behavioral Education** - Use current principles of students' rights and responsibilities to maintain and monitor a student judicial system.

**Budget Development and Resource Allocation** - Understand and manage the basic components of a housing budget and effectively provide for each component.

**Change Management** - Assist staff in creating a readiness for change as necessary, while maintaining stability within the organization.

**Conducting Independent Research** - Assess need for research, obtain and analyze data, report results, and implement changes or enhancements as necessary.

**Conference Planning** - Oversee coordination, planning and preparation for use of residence facilities for groups other than resident students.

**Conflict Management** - Recognize and manage conflict effectively among staff, students, colleagues, and the like.

**Construction and Renovation** - Understand and manage the processes, techniques, and personnel related to building and altering physical facilities.

**Contract Management** - Understand and manage the processes related to contracting with outside service providers (i.e., dining, laundry, telephone, custodial, and the like).

**Cooperation and Collaboration** - Work with all levels of staff, students, and colleagues to achieve a common goal.

**Crisis Management** - Effectively plan for, recognize, and respond to critical situations.

**Curricular & Co-curricular Programming** - Articulate to various constituents the benefits of curricular and co-curricular programs, activities, and communities in residence halls. Establish learning outcomes for programs. Implement and provide resources for programs that support student development and the educational mission of the institution.

**Customer Service** - Deliver service to all customers in an effective and efficient manner. Assess delivery of services through customer satisfaction surveys.

**Decision Making** - Make wise, timely decisions; understand how decisions directly and indirectly affect other people and/or units.

**Diversity Awareness** - Understand the unique needs of and be an advocate for diverse groups of students and personnel.

**Enrollment Management** - Understand how institutional enrollment policies affect residence hall occupancy.

**Ethics** - Internalize and balance professional sets of ethics. Establish a culture that incorporates, encourages, and recognizes ethical action throughout the housing organization.

**Facilities Management** - Effectively and efficiently manage the operations of housing facilities through staffing, supervision, assessment, and procedures. Be knowledgeable of facility layout and operation of building systems. Understand procedures for addressing various facility issues.

**Familiarity with Current Issues in Literature** - Stay informed of current issues and trends featured in the professional literature, pertaining to residence life and housing, student affairs, and higher education.

**Financing of Higher Education** - Maintain working knowledge of how major sources of revenue are obtained and managed within an institution.

**Foundations of Higher Education** - Be able to articulate historical, philosophical, social, and cultural aspects of higher education.

**Global Awareness** - Maintain awareness of current events - local, regional, national, global. Recognize, articulate, and respond to potential affects on students and staff.

**Helping Skills** - Aid students, staff, or colleagues with personal or professional concerns as needed. Act as a referral agent to appropriate resources.

**Interpersonal Communication** - Relate to others on an individual basis. Effectively utilize oral and written communication.

**Interpretation of Institutional Goals, Issues, and Concerns** – Understand the institution and effectively interpret its messages to various constituents (i.e., students, staff, parents, colleagues, etc.). Act as a liaison.

**Interpretation of Research in Professional Literature** - Analyze and synthesize information/data published in journals related to housing and higher education.

**Knowledge of Student Affairs Functions** - Understand the student affairs profession. Be highly knowledgeable of specialized functions of student affairs on respective campus and how all parts of the organization operate, interact, and affect one another. Know how to utilize these resources to obtain best results for students and the institution.

**Knowledge of Student Development Theory** - Have a working knowledge of and be able to articulate basic student development theories and how to apply them to resident students.

**Legal Issues** - Be cognizant of the laws pertaining to higher education (i.e., FERPA, ADA, tort liability, landlord-tenant, parental notification, etc.) and know when to seek legal assistance.

**Long Range Planning** - Set goals to support the vision of the operation (i.e., 5-10 years).

**Marketing** - Oversee production/publication of printed and electronic materials to effectively market housing facilities and services for internal and external use.

**Motivation** - Provide support, inspiration, and motivation for staff and students.

**Networking** - Construct and manage essential relationships with a variety of people (i.e., faculty, staff, colleagues, administrators, parents, students, governing units, etc.) and represent organizational interests.

**Occupancy Management** - Manage a plan to maintain maximum occupancy of facilities. Possess knowledge of local temporary housing and marketing conditions.

**Organization/Management Theory** - Understand the basis and method by which a leader manages an organization.

**Organizational Culture** - Create an environment where staff and students are valued and empowered to succeed.

**Personal Characteristics** - Possess personal characteristics to complement knowledge, skills, and abilities related to job roles and responsibilities. These include traits such as compassion, ability to maintain balance, confidence, sense of humor, patience, serving as a role model, emotional intelligence, critical thinking, courage, humility, risk taking, and wisdom.

**Personnel Management** - Work effectively with and be knowledgeable of institutional personnel policies and/or labor unions (i.e., contract negotiations, grievances, and the like).

**Policy Development and Interpretation** - Develop policies which are best suited for personnel, students, and institution. Interpret policies for constituents as necessary.

**Political Astuteness** - Recognize and analyze political processes in higher education. Navigate campus politics. Identify stakeholders and understand their priorities. Understand influence of local, state, and national politics on institution. Lobby for organization as necessary.

**Professional Development** - Engage in academic work, writing, studying, reading, and working toward the advancement of new approaches in housing, student affairs, and higher education. Continually assess and enhance professional skills and knowledge through conferences, workshops, meetings, and the like.

**Program Evaluation** - Assess effectiveness of a program and understand if/how it met the needs of the personnel it was intended to address.

**Public Relations** - Articulate information related to housing, students, personnel, and the like, to campus, community, and collegial populations.

**Public Speaking/Presenting** - Convey thoughts, ideas, and practices to a variety of audiences on behalf of housing and higher education.

**Recognizing and Evaluating Group Dynamics** - Observe and understand the interactions among diverse members of a group/team/staff.

**Representing Student Concerns** - Understand and interpret student concerns, needs, and goals to various constituents who have a vested interest in the institution. Act as a liaison.

**Short Range Planning** - Set semester/quarter and annual goals for operation (i.e., 6months - 1 year).

**Staff Evaluation** - Provide staff with formal and informal appraisal of their performance.

**Staff Selection** - Maintain qualified staff and adhere to selection policies.

**Staff Supervision** - Provide staff with appropriate direction and coaching.

**Staff Training** - Provide professional training and development for staff to perform effectively and to their highest potential.

**Strategic Thinking and Planning** - Define a clear organizational mission; envision future of organization and develop strategies, goals, objectives, and action plans to achieve it. Empower staff to accomplish goals.

**Teaching/Instruction** - Impart one's own knowledge on a subject to others.

**Understanding and Application of Various Leadership Styles** - Utilize appropriate leadership styles to most effectively lead organization and work with personnel at all levels of organization.

*Note*: Adapted from "Applications of Sandwith's Competency Domain Model for Senior College Housing Officers in the United States," by J. D. Porter, 2005, (Doctoral Dissertation), retrieved from ProQuest Dissertations & Theses. (3204463)

# APPENDIX H

## HALL DIRECTOR COMPETENCIES

## ADMINISTRATIVE

*Administrative competencies pertain to the day-to-day operations and functioning of a residence hall environment.*

- **Administration** – Utilize effective communication, planning, scheduling, and organizational skills as they relate to job responsibilities.
- **Facility Management** – Be knowledgeable of facility layout and operation of building systems (i.e., locks, fire panel, sprinklers, etc.). Be cognizant of day-to-day condition of building with regard to maintenance, custodial, and safety issues. Understand procedures for addressing various facility issues (i.e., emergency maintenance/custodial, service requests, etc.).
- **Problem Solving** – Define a problem; determine the cause of the problem; identify, prioritize and select alternatives for a solution; and implement a solution.
- **Decision Making** – Make wise, timely decisions; understand how decisions directly and indirectly affect other people and/or units.
- **Customer Service** – Be aware of housing-related services delivered to students, University personnel and other customers and maintain a customer service approach through effective and efficient delivery of those services.
- **Technical Competence** – Effectively utilize on-line applications and computer programs to perform job functions and maintain communication with Housing staff (i.e., e-mail, calendars, social media, submitting/filing reports, etc.).

## SUPERVISION

*Supervision competencies pertain to the oversight of student staff members.*

- **Select Staff** – Maintain qualified staff and adhere to selection policies.
- **Train Staff** – Provide resources for training and development for staff to perform effectively and to their highest potential.
- **Supervise Staff** – Provide staff with appropriate expectations, direction and coaching.
- **Evaluate Staff** – Provide staff with formal and informal appraisal of their performance.

## RESIDENCE EDUCATION

*Residence Education competencies foster student development and learning.*

- **Community Development** – Understand and articulate the role of community in a residence hall setting and how to promote a positive community environment.
- **Assessment of Student Needs & Interests** – Understand how to determine student needs and interests through formal and informal assessment measures. Work with staff to develop and implement a plan to address needs and interests.
- **Curricular/Co-curricular Programming** – Articulate to various constituents the benefits of curricular and co-curricular programs, activities, and communities in residence halls. Implement and provide resources for programs that support community and student development.
- **Program Evaluation** – Assess effectiveness of a program and understand if/how it met the needs of the students/staff it was intended to address.
- **Behavioral Education** – Enforce and coordinate judicial procedures for Housing rules and regulations (i.e., interpret policies, conduct judicial meetings, complete appropriate paperwork in timely matter, educate staff and students, etc.).
- **Advise Groups and Individuals** – Serve as a consultant, resource, mentor, and role model.
- **Motivation & Recognition** – Provide support, inspiration, and motivation for staff and students.

## CRISIS MANAGEMENT

*Crisis Management competencies pertain to the response and handling of situations in the residence hall environment that may cause a student to be in a crisis.*

- **Helping Skills** – Listen to personal concerns; act as a referral agent to appropriate resources.
- **Crisis Management** – Effectively respond to critical situations. Follow Housing protocol and follow-up procedures.

## DIVERSITY

- **Diversity Awareness** – Understand the unique needs of and be an advocate for diverse groups of students and personnel.

## INTERPERSONAL SKILLS & COMMUNICATION

*Interpersonal Skills & Communication competencies facilitate positive interaction and effective communication among various individuals and groups.*

- **Interpersonal Communication** – Relate to others on a one-to-one basis. Effectively utilize oral and written communication.
- **Teambuilding** – Recognize and evaluate group dynamics. Observe and understand the interactions among diverse members of a group/team/staff. Implement strategies to develop the group/team/staff into an effective functional unit.
- **Cooperation and Collaboration** – Work with all levels of staff, students, and colleagues to achieve a common goal.
- **Conflict Management** – Recognize and manage conflict effectively among staff, students, colleagues, etc. Intervene when necessary to promote compromise and/or resolution.
- **Personal Characteristics** – A successful hall director will possess personal characteristics to complement knowledge, skills and abilities related to job responsibilities. These include traits such as compassion, ability to maintain balance, confidence, and sense of humor, patience, serving as a role model, emotional intelligence, and critical thinking.

## FOUNDATIONAL

*Foundational competencies provide the background and basis for the role of Student Affairs and Housing within the greater University setting.*

- **Characteristics of College Students** – Be aware of/recognize current, changing, and diverse characteristics, demographics, and needs of college students at your institution, particularly those living in residence halls.
- **Foundations** – Articulate and understand the mission of your Housing operation and how it supports the mission of student affairs and academic mission of the higher education institution.
- **Student Development Theory** – Understand and articulate basic student development theories and how to apply them to resident students.
- **Knowledge of Student Affairs Functions** – Understand the field of student affairs. Understand the specialized functions of student affairs at your institution and how all parts of the organization operate, interact, and affect one another. Know how to utilize these resources to obtain best results for students and the institution.
- **Ethics** – Internalize a professional set of ethics (i.e., ACUHO-I standards).

**PROFESSIONAL DEVELOPMENT**

- **Professional Development** – Continually assess and enhance professional skills and knowledge through academic course work, workshops, meetings, training sessions, staff development/in-services, conferences, etc.

*Note:* Adapted from "Hall Director Competencies," by J. D. Porter, 2011, retrieved from http://www.acuho-i.org/portals/0/pdf/VTK/hall_director_comps.pdf

# APPENDIX I

## PROFESSIONAL DEVELOPMENT COMPETENCIES FOR THE LIVE-IN PROFESSIONAL HOUSING STAFF AT ARIZONA STATE UNIVERSITY

**Competencies with examples**

**Academic engagement**
Examples: campus resources or fostering academic environments

**Administrative decision making**
Examples: Room changes, Audits, paperwork

**Budget/finance**
Examples: paperwork, setting priorities, planning

**Community development**
Examples: relationship building, assessing community needs

**Conflict resolution**
Examples: mediation, behavior agreements, policy enforcement

**Counseling or referrals**
Examples: Mandated referrals, paperwork, when needed, student impact

**Crisis intervention**
Examples: Mandated referrals, paperwork, when needed, student impact

**Critical incidents**
Examples: emergency manual, report writing, follow protocol

**Customer service**
Examples: professionalism, dealing with difficult people, assess needs, working with parents

**Diversity**
Examples: personality styles, resources on campus, self awareness, language usage

**Emergency response**
Examples: duty protocol, chain of notification, dealing with incident protocols, location of emergency equipment

**Facilities management**
Examples: Identification and resolving building issues

**Federal, state, and university policies**
Examples: FERPA, Code of Conduct, Housing Policies, AZ Tenant Laws

**Goal setting**
Examples: Setting the mission, vision, and direction of the community; plan ahead

**Learning communities/residential colleges**
Examples: Special needs for each group, campus resources, academic support

**Mediation**
Example: assessing needs of all involved, setting boundaries, guidelines, paperwork

**Networking**
Examples: being political savvy, small talk, conference participation

**Presentation skills**
Examples: manage information flow, public speaking

**Programming**
Examples: assessing needs of community, planning ahead, advertising

**Staff development and motivation**
Examples: personal enhancement, learning work styles, reading journals, inspiring staff

**Supervision skills**
Examples: mentoring and coaching, provide feedback, performance documentation, best practices

**Trends/special topics/ hot topics**
Examples: current trends in housing, work life balance, FAQs by students

# APPENDIX J

# IRB APPROVAL

ASU Knowledge Enterprise Development

Office of Research Integrity and Assurance

| | |
|---|---|
| **To:** | Lisa McIntyre |
| for **From:** | Mark Roosa, Chair SM<br>Soc Beh IRB |
| **Date:** | 07/19/2011 |
| **Committee Action:** | **Exemption Granted** |
| **IRB Action Date:** | 07/19/2011 |
| **IRB Protocol #:** | 1107006638 |
| **Study Title:** | An Examination of Social Entrepreneurial Competencies of Live-In Professionals |

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(2) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

# APPENDIX K

## PHASE I: PRE-SURVEY: INFORMED CONSENT

**AN EXAMINATION OF SOCIAL ENTREPRENEURIAL COMPETENCIES OF LIVE-IN HOUSING PROFESSIONALS**

Date

Dear Participant:

I am a graduate student under the direction of Professor Lisa McIntyre in the Mary Lou Fulton Teachers College at Arizona State University (ASU). I am conducting a research study to explore how the live-in professional housing staff members have incorporated social entrepreneurship in their daily practice at ASU. I am inviting your participation, which will involve completing an electronic survey which will take two times over the course of 3 months. Each time will take approximately 30 minutes.

Your participation in this study is voluntary and anonymous. In the survey, you will be asked to assign yourself a 4 digit number in the surveys in order to match up your pre and post surveys. Your name and identifying information will not be captured by the electronic survey system or known by the researchers, your peers, or your employers. If you choose to participate, you can skip questions or withdraw from the study at any time, there will be no penalty. Your responses will remain anonymous.

By participating in this study, your responses will help in updating the curriculum for upcoming social entrepreneurship training sessions to better meet the needs of current and future staff.

There are minimal foreseeable risks or discomforts to your participation. I am conducting the research as a student, but also using this information for my leadership role in Residential Life in order to enhance the training program for all live-in professional staff. The data from all participants that filled out the survey will be analyzed and shared with the staff members that create the training experiences for the ASU Residential Life hall staff. Individual responses will not be shared just general information in relation to the group as a whole. This information cannot be traced back to you directly.

Your identity and responses will remain anonymous because you will complete the survey through QuestionPro, a third party company and no identifiable information such as a name or ID number will be asked of you. The results of this study may be used in reports, presentations, or publications but your name and identity will not be known.

If you have any questions concerning the research study, please contact the research team at: Lisa.McIntyre@asu.edu or Alicia.Vela@asu.edu . If you have any questions about your rights as a subject/participant in this research, or if you

feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Submission of your responses to the questionnaire will be considered your consent to participate.

Sincerely,

Alicia Vela

# APPENDIX L

## PHASE I: PRE-SURVEY QUESTIONS

**An examination of social entrepreneurship in the roles of live-in housing professionals**

Any questions you have concerning the research study or your participation in the study, before or after you consent, will be answered by Dr. McIntyre (Farmer 438G; 480-965-6738) or Alicia Vela (Cholla Apartments E113A; 480-965-5701).

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at a risk; you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Integrity and Assurance, at 480-965-6788.

By answering "yes" you are indicating your consent to participate in the pre-survey, which means you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. By indicating your consent on this form, you are not waiving any legal claims, rights, or remedies.

1. Please indicate you have read the informed consent.
    1. Yes
    2. No

2. Do you consent to participate in the pre-survey?
    1. Yes
    2. No

3. Choose a 4 digit number for yourself for the surveys. You will use this same number in future surveys. This code will be used to match up future responses.

4. What gender do you most identify with?
    1. Male
    2. Female
    3. NA

5. Highest degree obtained?
    1. Bachelor
    2. Masters
    3. Doctoral

6. What are your future career goals in the next five years? (Select all that apply)
    1. Further education
    2. Advancement in Housing
    3. Transition to another position at this university
    4. Transition to another position at a different university
    5. Transition out of Higher Education

7. How many entrepreneurship/social entrepreneurship trainings/seminars/workshops/courses have you participated in over the last 3 years?
    1. 0
    2. 1-2
    3. 3-4
    4. 5+

8. Based on your answer to the previous question, please list any entrepreneurship/social entrepreneurship trainings/seminars/workshops/courses you attended and who sponsored/offered the program.

9. Briefly define entrepreneurship.

10. List 3-5 skills that you believe make entrepreneurs successful.

11. List 3-5 qualities that you believe entrepreneurs have.

12. Briefly define social entrepreneurship.

13. How well do you believe you understand the concept of social entrepreneurship as it relates to your role as a live-in housing professional?
    1. Very well
    2. Somewhat well
    3. Not that well
    4. Not well at all

14. List 3-5 skills that you believe make social entrepreneurs successful.

15. List 3-5 qualities that you believe social entrepreneurs have.

16. List what have you done in your residential community that you consider to be social entrepreneurial.

17. Briefly describe what being a “change maker” means to you?

18. List 3-5 skills that you learned from your role as a live-in professional staff member.

19. List 3-5 words that describe your professional values.

20. List 3-5 words that describe your leadership style.

21. List 3-5 ways you feel you make a difference at ASU?

22. List 3-5 ways you feel you make a positive change in your residential communities.

# APPENDIX M

## PHASE I: POST-SURVEY: INFORMED CONSENT

**AN EXAMINATION OF SOCIAL ENTREPRENEURIAL COMPETENCIES OF LIVE-IN HOUSING PROFESSIONALS**

Date

Dear Participant:

I am a graduate student under the direction of Professor Lisa McIntyre in the Mary Lou Fulton Teachers College at Arizona State University (ASU). I am conducting a research study to explore how the live-in professional housing staff members have incorporated social entrepreneurship in their daily practice at ASU. I am inviting your participation, which will involve completing an electronic survey which will take two times over the course of 3 months. Each time will take approximately 30 minutes.

Your participation in this study is voluntary and anonymous. In the survey, you will be asked to assign yourself a 4 digit number in the surveys in order to match up your pre and post surveys. Your name and identifying information will not be captured by the electronic survey system or known by the researchers, your peers, or your employers. If you choose to participate, you can skip questions or withdraw from the study at any time, there will be no penalty. Your responses will remain anonymous.

By participating in this study, your responses will help in updating the curriculum for upcoming social entrepreneurship training sessions to better meet the needs of current and future staff.

There are minimal foreseeable risks or discomforts to your participation. I am conducting the research as a student, but also using this information for my leadership role in Residential Life in order to enhance the training program for all live-in professional staff. The data from all participants that filled out the survey will be analyzed and shared with the staff members that create the training experiences for the ASU Residential Life hall staff. Individual responses will not be shared just general information in relation to the group as a whole. This information cannot be traced back to you directly.

Your identity and responses will remain anonymous because you will complete the survey through QuestionPro, a third party company and no identifiable information such as a name or ID number will be asked of you. The results of this study may be used in reports, presentations, or publications but your name and identity will not be known.

If you have any questions concerning the research study, please contact the research team at: Lisa.McIntyre@asu.edu or Alicia.Vela@asu.edu . If you have any questions about your rights as a subject/participant in this research, or if you

feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Submission of your responses to the questionnaire will be considered your consent to participate.

Sincerely,

Alicia Vela

# APPENDIX N

## PHASE I: POST-SURVEY QUESTIONS

**An examination of social entrepreneurial competencies of live-in housing professionals**

Any questions you have concerning the research study or your participation in the study, before or after you consent, will be answered by Dr. McIntyre (Farmer 438G; 480-965-6738) or Alicia Vela (Cholla Apartments E113A; 480-965-5701).

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at a risk; you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Integrity and Assurance, at 480-965-6788.

By answering "yes" you are indicating your consent to participate in the post-survey, which means you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. By indicating your consent on this form, you are not waiving any legal claims, rights, or remedies.

1. Please indicate you have read the informed consent.
    1. Yes
    2. No

2. Do you consent to participate in the post-survey?
    1. Yes
    2. No

3. Choose a 4 digit code for yourself for the surveys. You will use this same number in future surveys. This code will be used to match up future responses.

4. What gender do you most identify with?
    1. Male
    2. Female
    3. NA

5. Highest degree obtained
    1. Bachelor
    2. Masters
    3. Doctoral

6. What are your future career goals in the next five years? (Select all that apply)
    1. Further education
    2. Advancement in Housing
    3. Transition to another position at this university
    4. Transition to another position at a different university
    5. Transition out of Higher Education

7. How many entrepreneurship/social entrepreneurship trainings/seminars/workshops/courses have you participated in over the last month?
    1. 0
    2. 1-2
    2. 3-4
    4. 5+

8. Based on your answer to the previous question, please list any entrepreneurship/social entrepreneurship trainings/seminars/workshops/courses you attended and who sponsored/offered the program.

9. Briefly define entrepreneurship.

10. List 3-5 skills that you believe make entrepreneurs successful.

11. List 3-5 qualities that you believe entrepreneurs have.

12. Briefly define social entrepreneurship.

13. How well do you believe you understand the concept of social entrepreneurship as it relates to your role as a live-in housing professional?
    1. Very well
    2. Somewhat well
    3. Not that well
    4. Not well at all

14. List 3-5 skills that you believe make social entrepreneurs successful.

15. List 3-5 qualities that you believe social entrepreneurs have.

16. List what have you done in your residential community that you consider to be social entrepreneurial.

17. Briefly describe what being a “change maker” means to you?

18. List 3-5 skills that you learned from your role as a live-in professional staff member.

19. List 3-5 words that describe your professional values.

20. List 3-5 words that describe your leadership style.

21. List 3-5 ways you feel you make a difference at ASU?

22. List 3-5 ways you feel you make a positive change in your residential communities.

23. Please select the top 5 competencies you believe are the most valuable for social entrepreneurs?
Action oriented
Dealing with ambiguity
Command skills
Creativity
Customer focus
Timely decision making
Innovation management
Integrity and trust
Intellectual horsepower
Interpersonal savvy
Learning on the fly
Listening
Managing and measuring work
Motivating others
Negotiating
Organizing
Perseverance
Planning
Priority setting
Drive for results
Self-knowledge
Standing alone
Strategic agility
Building effective teams
Time management
Managing vision and purpose

Please explain why you chose each of those competencies

24. Please select the top 5 competencies you believe are the most valuable for working in the live-in housing professional position?
Action oriented
Dealing with ambiguity
Command skills
Creativity
Customer focus
Timely decision making
Innovation management
Integrity and trust
Intellectual horsepower
Interpersonal savvy
Learning on the fly
Listening
Managing and measuring work
Motivating others
Negotiating
Organizing
Perseverance
Planning
Priority setting
Drive for results
Self-knowledge
Standing alone
Strategic agility
Building effective teams
Time management
Managing vision and purpose

Please explain why you chose each of those competencies

# APPENDIX O

## WORKSHOP I: LEARNING OUTCOMES AND AGENDA

**An examination of social entrepreneurial competencies of live-in housing professionals- Phase I Workshop**

## Learning Outcomes

- Participants will define and understand the concepts of social entrepreneurship.
- Participants will demonstrate entrepreneurial skills though activities and discussions.
- Participants will engage in discussions of what it means to be socially entrepreneurial in their residential communities.
- Participants will acquire social entrepreneurship tools to implement in their residential communities.

## Agenda

Why do we do what we do?
- Work at an institution of higher learning
- Want to help others

Terminology
- Direct service, entrepreneurship, social entrepreneurship, awareness, and advocacy
  - Examples from ASU
- High impact careers, service learning, student organizations
  - Examples from ASU

What does it mean to be a social entrepreneur?
- Empowering
- Ideas becoming a reality

Changemaker Central at ASU
- Mission, vision, values

10,000 Solutions
- Purpose
- Ability to be creative and make videos

Take Away
- New language
- Knowledge base
- Next Steps

Questions

# APPENDIX P

## WORKSHOP II: LEARNING OUTCOMES AND AGENDA

**An examination of social entrepreneurial competencies of live-in housing professionals- Phase II Workshop**

## Learning Outcomes

- Participants will understand and dialog about the core competencies of social entrepreneurship.
- Participants will demonstrate an understanding of the competencies through a facilitated activity.
- Participants will develop plans of action to apply the concepts of social entrepreneurship to their daily work and utilize brainstorming techniques to develop future ideas to implement socially entrepreneurial concepts in the workplace.
- Participants will reflect on their opportunities to utilize and apply socially entrepreneurial concepts over the past semester.

## Agenda

Importance of sharing ideas
- Discussion
- TED Videos

Small Group Discussions
- What is social entrepreneurship?
- Who are social entrepreneurs?
- How do you implement social entrepreneurship in your residential communities?
- How are you creative in your role as a live-in housing professional?
- How do you foster creativity and innovation in others?

Creativity and Innovation
- Why talk about creativity and innovation in Residential Life?
- Barriers of creativity and innovation
- Fear of rejection
- Ways to enhance creativity and innovation

Mini-Innovation Challenge: Programming Sales Pitch
- Instructions
- Groups create ideas
- Groups present programming pitch

Questions

# APPENDIX Q

## PHASE II: PRE-SURVEY:  INFORMED CONSENT

**AN EXAMINATION OF SOCIAL ENTREPRENEURIAL COMPETENCIES OF LIVE-IN HOUSING PROFESSIONALS**

Date

Dear Participant:

I am a graduate student under the direction of Professor Lisa McIntyre in the Mary Lou Fulton Teachers College at Arizona State University (ASU). I am conducting a research study to explore how effective are the professional development opportunities provided to the live-in housing professional staff members at ASU in the enhancement and usage of social entrepreneurial competencies. I am inviting your participation, which will involve completing this survey and another one after the workshop. Each survey will take approximately 15 minutes.

Your participation in this study is voluntary and anonymous. In the survey, you will be asked to assign yourself a 4 digit number in the surveys in order to match up your pre and post surveys. If you took surveys from Phase I in July and August that were online, please use that code. Your name and identifying information will not be captured by the electronic survey system or known by the researchers, your peers, or your employers. If you choose to participate, you can skip questions or withdraw from the study at any time, there will be no penalty. Your responses will remain anonymous.

By participating in this study, your responses will help in updating the curriculum for upcoming social entrepreneurship training sessions to better meet the needs of current and future staff.

There are minimal foreseeable risks or discomforts to your participation. I am conducting the research as a student, but also using this information for my leadership role in Residential Life in order to enhance the training program for all live-in professional staff. The data from all participants that filled out the survey will be analyzed and shared with the staff members that create the training experiences for the ASU Residential Life hall staff. Individual responses will not be shared just general information in relation to the group as a whole. This information cannot be traced back to you directly. The results of this study may be used in reports, presentations, or publications but your name and identity will not be known.

If you have any questions concerning the research study, please contact the research team at: Lisa.McIntyre@asu.edu or Alicia.Vela@asu.edu . If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human

Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Sincerely,

Alicia Vela

# APPENDIX R

## PHASE II: PRE-SURVEY: QUESTIONS

**Pre-Survey Questions**
**An examination of social entrepreneurial competencies of live-in housing professionals: Phase II**

Any questions you have concerning the research study or your participation in the study, before or after you consent, will be answered by Dr. McIntyre (Student Services #148; 480-727-6799) or Alicia Vela (Student Services #178; 480-965-5701).

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at a risk; you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Integrity and Assurance, at 480-965-6788.

By answering "yes" you are indicating your consent to participate in the post-survey, which means you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. By indicating your consent on this form, you are not waiving any legal claims, rights, or remedies.

Please indicate you have read the informed consent.

a. Yes
b. No

Do you consent to participate in this survey?

a. Yes
b. No

Choose a 4 digit code for yourself for the surveys. If you took the surveys from Phase I (July-Aug and online), please use that same code. This code will be used to match up responses.

What gender do you most identify with?

a. Male
b. Female
c. NA

Highest degree obtained?

a. Bachelor
b. Masters
c. Doctoral

Have you been employed at ASU as a professional live-in staff member prior to July 2011?

a. Yes
b. No

How many entrepreneurship/social entrepreneurship trainings/seminars/workshops/courses have you participated in since August 2011?

a. 0
b. 1-2
c. 3-4
d. 5+

Based on your answer to the previous question, please list any entrepreneurship/social entrepreneurship trainings/seminars/workshops/courses you attended this semester and who sponsored/offered the program.

How well do you believe you understand the concept of social entrepreneurship as it relates to your role as a live-in housing professional?

a. Very well
b. Somewhat well
c. Not that well
d. Not well at all

List 3-5 qualities that live-in housing professionals and social entrepreneurs have in common?

List what you have done in your residential community this semester that you consider to be social entrepreneurial.

**Rank the competencies in order of importance for working in the live-in housing professional position. 1=most important, 5 least important**

_____**Action oriented**: Enjoys working hard; is action oriented and full of energy for the things seen as challenging; not fearful of acting with a minimum of planning; seizes more opportunities than others.

_____**Creativity**: Comes up with a lot of new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming settings.

_____**Listening**: Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when in disagreement.

_____**Motivating others**: Creates a climate in which people want to do their best; can motivate many kinds of direct reports and team or project members; can assess each other's hot button and use it to get the best out of them; pushes tasks and decisions down; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel their work is important; is someone people like working for and with.

_____**Planning:** Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into the process steps; develops schedules and task/people assignments; anticipates and adjusts for problems and roadblocks; measure performance against goals; evaluate results.

In the previous question, why did you choose #1 as the most important?

**How often have you used these competencies this semester in your role as a live-in professional?**

Action-oriented

a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

Creativity

a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

Listening

a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

Motivating others

a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

Planning

a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

**Please provide an example of how you used each of these competencies (if applicable) over the last semester?**

Action oriented:

Creativity:

Listening:

Motivating others:

Planning:

Please list any trainings/seminars/workshops/courses that address the above competencies that you have attended and who sponsored/offered the program.

**Please rate how strongly you agree or disagree with each of the following statements.**

I understand what being action oriented is and how to implement being action oriented at work.
strongly disagree disagree agree strongly agree
I am motivated to be action oriented at work.
strongly disagree disagree agree strongly agree
I demonstrate hard work and seize opportunities at work.
strongly disagree disagree agree strongly agree
I evaluate myself by comparing my actions to others in the workplace.
strongly disagree disagree agree strongly agree
I use action oriented skills to enhance my work.
strongly disagree disagree agree strongly agree

I understand what creativity is and how to implement creativity at work.
strongly disagree disagree agree strongly agree
I am motivated to be creative at work.
strongly disagree disagree agree strongly agree
I demonstrate originality and discuss new ideas at work.
strongly disagree disagree agree strongly agree
I evaluate myself by comparing my creativity to others in the workplace.
strongly disagree disagree agree strongly agree
I use creativity to enhance my work.
strongly disagree disagree agree strongly agree

I understand what listening is and how to implement listening at work.
strongly disagree disagree agree strongly agree
I am motivated to be an attentive listener at work.
strongly disagree disagree agree strongly agree
I demonstrate attentive listening and retelling what was stated at work.
strongly disagree disagree agree strongly agree
I evaluate myself by comparing my listening abilities to others in the workplace.
strongly disagree disagree agree strongly agree
I use listening skills to enhance my work.
strongly disagree disagree agree strongly agree

I understand what motivating others is and how to implement motivating others at work.

strongly disagree disagree agree strongly agree

I am motivated to motivate others at work.

strongly disagree disagree agree strongly agree

I demonstrate empowering others and seeking out input from others at work.

strongly disagree disagree agree strongly agree

I evaluate myself by comparing my motivation to others in the workplace.

strongly disagree disagree agree strongly agree

I use motivational skills to enhance my work.

strongly disagree disagree agree strongly agree

I understand what planning is and how to implement planning at work.

strongly disagree disagree agree strongly agree

I am motivated to plan at work.

strongly disagree disagree agree strongly agree

I demonstrate preparation and forecasting at work.

strongly disagree disagree agree strongly agree

I evaluate myself by comparing my planning to others in the workplace.

strongly disagree disagree agree strongly agree

I use planning skills to enhance my work.

strongly disagree disagree agree strongly agree

Do you consider yourself a social entrepreneur? Why or why not.

# APPENDIX S

## PHASE II: POST-SURVEY:  INFORMED CONSENT

**AN EXAMINATION OF SOCIAL ENTREPRENEURIAL COMPETENCIES OF LIVE-IN HOUSING PROFESSIONALS**

Date:

Dear Participant:

I am a graduate student under the direction of Professor Lisa McIntyre in the Mary Lou Fulton Teachers College at Arizona State University (ASU). I am conducting a research study to explore how effective are the professional development opportunities provided to the live-in housing professional staff members at ASU in the enhancement and usage of social entrepreneurial competencies. I am inviting your participation, which will involve completing this survey and another one after the workshop. Each survey will take approximately 15 minutes.

Your participation in this study is voluntary and anonymous. In the survey, you will be asked to assign yourself a 4 digit number in the surveys in order to match up your pre and post surveys. If you took surveys from Phase I in July and August that were online, please use that code. Your name and identifying information will not be captured by the electronic survey system or known by the researchers, your peers, or your employers. If you choose to participate, you can skip questions or withdraw from the study at any time, there will be no penalty. Your responses will remain anonymous.

By participating in this study, your responses will help in updating the curriculum for upcoming social entrepreneurship training sessions to better meet the needs of current and future staff.

There are minimal foreseeable risks or discomforts to your participation. I am conducting the research as a student, but also using this information for my leadership role in Residential Life in order to enhance the training program for all live-in professional staff. The data from all participants that filled out the survey will be analyzed and shared with the staff members that create the training experiences for the ASU Residential Life hall staff. Individual responses will not be shared just general information in relation to the group as a whole. This information cannot be traced back to you directly. The results of this study may be used in reports, presentations, or publications but your name and identity will not be known.

If you have any questions concerning the research study, please contact the research team at: Lisa.McIntyre@asu.edu or Alicia.Vela@asu.edu. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human

Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Sincerely,

Alicia Vela

# APPENDIX T

## PHASE II: POST-SURVEY QUESTIONS

**Post-Workshop Survey Questions**
**An examination of social entrepreneurial competencies of live-in housing professionals: Phase II**

Any questions you have concerning the research study or your participation in the study, before or after you consent, will be answered by Dr. McIntyre (Student Services #148; 480-727-6799) or Alicia Vela (Student Services #178; 480-965-5701).

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at a risk; you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Integrity and Assurance, at 480-965-6788.

By answering "yes" you are indicating your consent to participate in the post-survey, which means you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. By indicating your consent on this form, you are not waiving any legal claims, rights, or remedies.

Please indicate you have read the informed consent.

a. Yes
b. No

Do you consent to participate in this survey?

a. Yes
b. No

Choose a 4 digit code for yourself for the surveys. You use the same number from the previous pre-survey. If you took the surveys from Phase I (July-Aug and online), please use that same code. This code will be used to match up responses.

What gender do you most identify with?

a. Male
b. Female
c. NA

Highest degree obtained?

a. Bachelor
b. Masters
c. Doctoral

Have you been employed at ASU as a professional live-in staff member prior to July 2011?

a. Yes
b. No

How many entrepreneurship/social entrepreneurship trainings/seminars/workshops/courses have you participated in since August 2011?

a. 0
b. 1-2
c. 3-4
d. 5+

Based on your answer to the previous question, please list any entrepreneurship/social entrepreneurship trainings/seminars/workshops/courses you attended this semester and who sponsored/offered the program.

How well do you believe you understand the concept of social entrepreneurship as it relates to your role as a live-in housing professional?

a. Very well
b. Somewhat well
c. Not that well
d. Not well at all

List 3-5 qualities that live-in housing professionals and social entrepreneurs have in common?

List what you have done in your residential community this semester that you consider to be social entrepreneurial.

**Rank the competencies in order of importance for working in the live-in housing professional position. 1=most important, 5 least important**

_____**Action oriented**: Enjoys working hard; is action oriented and full of energy for the things seen as challenging; not fearful of acting with a minimum of planning; seizes more opportunities than others.

_____**Creativity**: Comes up with a lot of new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming settings.

_____**Listening**: Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when in disagreement.

_____**Motivating others**: Creates a climate in which people want to do their best; can motivate many kinds of direct reports and team or project members; can assess each other's hot button and use it to get the best out of them; pushes tasks and decisions down; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel their work is important; is someone people like working for and with.

_____**Planning:** Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into the process steps; develops schedules and task/people assignments; anticipates and adjusts for problems and roadblocks; measure performance against goals; evaluate results.

In the previous question, why did you choose #1 as the most important?

Has this workshop today prompted you to use these competencies in a new or different way in the future?

**How often have you used these competencies this semester in your role as a live-in professional?**

Action-oriented

a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

Creativity
a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

Listening
a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

Motivating others
a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

Planning
a. Daily
b. Weekly
c. Occasionally (4-5 times over the semester)
d. Rarely (less than 3 times over the semester)

**Please provide an example of how you used each of these competencies (if applicable) over the last semester?**

Action oriented:

Creativity:

Listening:

Motivating others:

Planning:

Please list any trainings/seminars/workshops/courses that address the above competencies that you have attended and who sponsored/offered the program.

**Please rate how strongly you agree or disagree with each of the following statements.**

I understand what being action oriented is and how to implement being action oriented at work.
strongly disagree disagree agree strongly agree
I am motivated to be action oriented at work.
strongly disagree disagree agree strongly agree
I demonstrate hard work and seize opportunities at work.
strongly disagree disagree agree strongly agree
I evaluate myself by comparing my actions to others in the workplace.
strongly disagree disagree agree strongly agree
I use action oriented skills to enhance my work.
strongly disagree disagree agree strongly agree

I understand what creativity is and how to implement creativity at work.
strongly disagree disagree agree strongly agree
I am motivated to be creative at work.
strongly disagree disagree agree strongly agree
I demonstrate originality and discuss new ideas at work.
strongly disagree disagree agree strongly agree
I evaluate myself by comparing my creativity to others in the workplace.
strongly disagree disagree agree strongly agree
I use creativity to enhance my work.
strongly disagree disagree agree strongly agree

I understand what listening is and how to implement listening at work.
strongly disagree disagree agree strongly agree
I am motivated to be an attentive listener at work.
strongly disagree disagree agree strongly agree
I demonstrate attentive listening and retelling what was stated at work.
strongly disagree disagree agree strongly agree
I evaluate myself by comparing my listening abilities to others in the workplace.
strongly disagree disagree agree strongly agree
I use listening skills to enhance my work.
strongly disagree disagree agree strongly agree

I understand what motivating others is and how to implement motivating others at work.

strongly disagree disagree agree strongly agree

I am motivated to motivate others at work.

strongly disagree disagree agree strongly agree

I demonstrate empowering others and seeking out input from others at work.

strongly disagree disagree agree strongly agree

I evaluate myself by comparing my motivation to others in the workplace.

strongly disagree disagree agree strongly agree

I use motivational skills to enhance my work.

strongly disagree disagree agree strongly agree

I understand what planning is and how to implement planning at work.

strongly disagree disagree agree strongly agree

I am motivated to plan at work.

strongly disagree disagree agree strongly agree

I demonstrate preparation and forecasting at work.

strongly disagree disagree agree strongly agree

I evaluate myself by comparing my planning to others in the workplace.

strongly disagree disagree agree strongly agree

I use planning skills to enhance my work.

strongly disagree disagree agree strongly agree

Do you consider yourself a social entrepreneur? Why or why not.

# APPENDIX U

## JOSHUA VENTURE GROUP'S 26 SOCIAL ENTREPRENEURIAL COMPETENCIES

**Social Entrepreneurship Competencies identified by JVGroup (2010)**

**Action Oriented:** Enjoys working hard; is action oriented and full of energy for the things he/she sees as challenging; not fearful of acting with a minimum of planning; seizes more opportunities than others.

**Dealing with Ambiguity:** Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle risk and uncertainty.

**Command Skills:** Relishes leading; takes unpopular stands if necessary; encourages direct and tough debate but isn't afraid to end it and move on; is looked to for direction in a crisis; faces adversity head on; energized by tough challenge.

**Creativity:** Comes up with a lot of new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming settings.

**Customer Focus:** Is dedicated to meeting the expectations and requirements of internal and external customers; gets first-hand customer information and uses it for improvements in products and services; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect.

**Timely Decision Making:** Makes decisions in a timely manner, sometimes with incomplete information and under tight deadlines and pressure; able to make a quick decision.

**Innovation Management:** Is good at bringing the creative ideas of others to market; has good judgment about which creative ideas and suggestions will work; has a sense about managing the creative process of others; can facilitate effective brainstorming; can project how potential ideas may play out in the marketplace.

**Integrity & Trust:** Is widely trusted; is seen as a direct, truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.

**Intellectual Horsepower:** Is bright and intelligent; deals with concepts and complexity comfortably; described as intellectually sharp, capable, and agile.

**Interpersonal Savvy:** Relates well to all kinds of people, up, down, and sideways, inside and outside the organization; builds appropriate rapport; builds constructive and effective relationships; uses diplomacy and tact; can diffuse even high-tension situations comfortably.

**Learning on the Fly:** Learns quickly when facing new problems; a relentless and versatile learner; open to change; analyzes both successes and failures for clues to improvement; experiments and will try anything to find solutions; enjoys the challenge of unfamiliar tasks; quickly grasps the essence and the underlying structure of anything.

**Listening:** Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he/she disagrees.

**Managing and Measuring Work:** Clearly assigns responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work.

**Motivating Others:** Creates a climate in which people want to do their best; can motivate many kinds of direct reports and team or project members; can assess each person's hot button and use it to get the best out of him/her; pushes tasks and decisions down; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel his/her work is important; is someone people like working for and with.

**Negotiating:** Can negotiate skillfully in tough situations with both internal and external groups; can settle differences with minimum noise; can win concessions without damaging relationships; can be both direct and forceful as well as diplomatic; gains trust quickly of other parties to the negotiations; has a good sense of timing.

**Organizing:** Can marshal resources (people, funding, material, support) to get things done; can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner.

**Perseverance:** Pursues everything with energy, drive, and a need to finish; seldom gives up before finishing, especially in the face of resistance or setbacks.

**Planning:** Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into the process steps; develops schedules and task/people assignments; anticipates and adjusts for problems and roadblocks; measures performance against goals; evaluates results.

**Priority Setting:** Spends his/her time and the time of others on what's important; quickly zeros in on the critical few and puts the trivial many aside; can quickly sense what will help or hinder accomplishing a goal; eliminates roadblocks; creates focus.

**Drive for Results:** Can be counted on to exceed goals successfully; is constantly and consistently one of the top performers; very bottom-line oriented; steadfastly pushes self and others for results.

**Self-Knowledge:** Knows personal strengths, weaknesses, opportunities, and limits; seeks feedback; gains insights from mistakes; is open to criticism; isn't defensive; is receptive to talking about shortcomings; looks forward to balanced (+'s and -'s) performance reviews and career discussions.

**Standing Alone:** Will stand up and be counted; doesn't shirk personal responsibility; can be counted on when times are tough; willing to be the only champion for an idea or position; is comfortable working alone on a tough assignment.

**Strategic Agility:** Sees ahead clearly; can anticipate future consequences and trend accurately; has broad knowledge and perspective; is future oriented; can articulately paint credible pictures and visions of possibilities and likelihoods; can create competitive and breakthrough strategies and plans.

**Building Effective Teams:** Blends people into teams when needed; creates strong morale and spirit in his/her team; shares wins and successes; fosters open dialogue; lets people finish and be responsible for their work; defines success in terms of whole team; creates a feeling of belonging in the team.

**Time Management:** Uses his/her time effectively and efficiently; values time; concentrates his/her efforts on the more important priorities; gets more done in less time than others; can attend to a broader range of activities.

**Managing Vision & Purpose:** Communicates a compelling and inspired vision or sense of core purpose; talks beyond today; talks about possibilities; is optimistic; creates mileposts and symbols to rally support behind the vision; makes the vision sharable by everyone; can inspire and motivate entire units or organizations.

*Note.* Adapted from "Picking a needle out of a haystack: Selecting for social entrepreneurs" by Joshua Venture Group, 2011, retrieved from http://www.joshuaventuregroup.com

# APPENDIX V

## MODEL FOR WORKSHOP SERIES

**Presenting Social Entrepreneurial Competencies to Live-in Housing Professionals**

**TOPIC: Action-oriented**: Enjoys working hard; is action oriented and full of energy for the things seen as challenging; not fearful of acting with a minimum of planning; seizes more opportunities than others.

Ideal learning outcomes of being action-oriented at work:
Live-in housing professionals will understand what being action-oriented is and how to implement being action-oriented at work.
Live-in housing professionals will be motivated to be action-oriented at work.
Live-in housing professionals will demonstrate hard work and seize opportunities at work.
Live-in housing professionals will evaluate self by comparing actions to others at work.
Live-in housing professionals will use action-oriented skills to enhance work.

Implementation: Use action-oriented behaviors (envision, engage, enable, and enact), creativity (generating ideas), and innovation (moving ideas forward in a new way) to enhance the experience of action-oriented.

**TOPIC: Creativity**: Comes up with a lot of new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming settings.

Ideal learning outcomes of being creative at work:
Live-in housing professionals will understand what creativity is and how to implement creativity at work.
Live-in housing professionals will be motivated to be creative at work.
Live-in housing professionals will demonstrate originality and discuss new ideas at work.
Live-in housing professionals will evaluate self by comparing creativity to others at work.
Live-in housing professionals will use creativity to enhance work.

Implementation: Use action-oriented behaviors (envision, engage, enable, and enact), creativity (generating ideas), and innovation (moving ideas forward in a new way) to enhance the experience of being creative.

**TOPIC: Listening**: Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when in disagreement.

Ideal learning outcomes of listening at work:
Live-in housing professionals will understand what listening is and how to implement listening at work.
Live-in housing professionals will be motivated to be an attentive listener at work.
Live-in housing professionals will demonstrate attentive listening and retelling what was stated at work.
Live-in housing professionals will evaluate self by comparing listening abilities to others at work.
Live-in housing professionals will use listening skills to enhance work.

Implementation: Use action-oriented behaviors (envision, engage, enable, and enact), creativity (generating ideas), and innovation (moving ideas forward in a new way) to enhance the experience of listening.

**TOPIC: Motivating others**: Creates a climate in which people want to do their best; can motivate many kinds of direct reports and team or project members; can assess each other's hot button and use it to get the best out of them; pushes tasks and decisions down; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel their work is important; is someone people like working for and with.

Ideal learning outcomes of motivating others at work:
Live-in housing professionals will understand what motivating others is and how to implement motivating others at work.
Live-in housing professionals will be motivated to motivate others at work.
Live-in housing professionals will demonstrate empowering others and seeking out input from others at work.
Live-in housing professionals will evaluate self by comparing motivation to others at work.
Live-in housing professionals will use motivational skills to enhance work.

Implementation: Use action-oriented behaviors (envision, engage, enable, and enact), creativity (generating ideas), and innovation (moving ideas forward in a new way) to enhance the experience of motivating others.

**TOPIC: Planning:** Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into the process steps; develops schedules and task/people assignments; anticipates and adjusts for problems and roadblocks; measure performance against goals; evaluate results.

Ideal learning outcomes of planning at work:
Live in housing professionals will understand what planning is and how to implement planning at work.
Live-in housing professionals will be motivated to plan at work.
Live-in housing professionals will demonstrate preparation and forecasting at work.
Live-in housing professionals will evaluate self by comparing planning to others at work.
Live-in housing professionals will use planning skills to enhance work.

Implementation: Use action-oriented behaviors (envision, engage, enable, and enact), creativity (generating ideas), and innovation (moving ideas forward in a new way) to enhance the experience of planning.