



**COLORADO**

**COMMUNITY COLLEGE SYSTEM**

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**Human Resources**

**Career Path and Behavioral**

**Anchors**

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# OVERVIEW

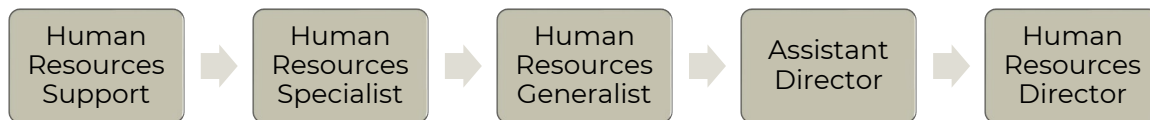
In response to the 2015-2025 strategic plan, a CCCS Succession Planning Team was established with a charge to complete a succession planning process for CCCS leadership. Five areas of functional leaders were identified for inclusion in this process: Chief Business Officers, Vice Presidents of Academic Affairs, Vice Presidents of Student Affairs, Human Resources Directors and Information Technology Directors.

Functional leaders were asked to rate each of the 28 competencies within the CCCS Competency Dictionary on their relevance at time of hire into the leadership position. These responses were used to identify the critical and secondary competencies necessary for success for each of the CCCS functional leadership positions. The competencies established through the functional groups were validated by the CCCS President Council.

The information in this document was designed for use during selection processes, performance evaluation, and leadership development. Individuals aspiring to leadership positions can use this information to guide their development to better prepare for future opportunities.

# CAREER PATH

What positions would an individual traditionally have before moving into this leadership position? What is/are the traditional career path(s)?



There are non-traditional ways to move into a leadership position within Human Resources. The following types of experience lend toward nontraditional paths to the Human Resources Director role.

- Business Manager or Director
- Holding a variety of Human Resource Specialist positions to provide a well-rounded background
- Legal background in employment law
- IR – data analysts
- Administrators in residence life/housing
- Student conduct, especially with Title IX involvement
- Military experience that includes operations and personnel
- Social work
- Organizational development
- Professional development
- Payroll

What types of positions **must** an individual have held to be prepared for this leadership position?

- Personnel management

What experience **must** an individual have to be prepared for this leadership position?

- Human Resources policy and procedure interpretation
- Conflict management/Employee relations
- Personnel management including data analytics and compensation experience
- Policy or protocol development experience
- Recruitment and selection

- Investigations
- Civil rights and complaint processes
- Jobs that require extensive multi-tasking and on-going projects
- Payroll management
- Personnel laws/benefits
- Diversity, equity and inclusion

## **BEHAVIORAL ANCHORS**

The following pages detail the critical and secondary competencies identified as necessary for success as a Chief Business Officer, at time of hire. The information is organized by core qualifications. The identified competencies within each represented core qualification are labelled as a critical or secondary competency. Critical competencies are those that are necessary for success in the position. Secondary competencies are important to the position but may be learned on the job or specific to CCCS or higher education.

For each listed competency, behavioral anchors representing entry, average, and high levels of proficiency have been provided. The behavioral anchors represent typical job responsibilities for the position. Suggestions on where one may acquire a particular competency have also been provided.

# LEADING CHANGE

This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this qualification is the ability to establish an organizational vision and to implement it in a continuously changing environment.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Flexibility</b> - Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Able to effectively adjust strategies to adapt to new and changing information on personnel matters.</li> <li>• Able to advise managers on personnel matters and adjust as needed based on new or changing information.</li> <li>• Able to effectively transition and lead others when changes to rules, regulations, policies and procedures are made.</li> <li>• Does not outwardly demonstrate frustration when things do not go as planned.</li> <li>• Anticipates a changing environment by developing clear strategy and implementing successful action plan.</li> <li>• Adjust priorities and strategies to account for new organizational or executive decisions.</li> <li>• Provides viable options and alternatives in response to specific situations.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to easily transition from tasks or daily schedule to address employee relations or other personnel related situations.</li> <li>• Is open to changes but needs guidance on how to effectively implement them.</li> <li>• Can distinguish between critical and non critical issues.</li> <li>• Identifies need for new strategy but needs guidance to identify those new strategies.</li> <li>• Approaches change with a positive attitude.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to transition from task to task to complete assignments but may require direction.</li> <li>• Able to address minor interruptions in work schedule.</li> <li>• Gets caught up in how things were done in the past instead of striving for improvement or accepting change.</li> <li>• Requires significant direction to respond to issues or complete tasks.</li> </ul>

How individuals may gain experience in this competency:

- Serve in a leadership position.
- Advise others on personnel matters.
- Serve on HR taskforces or committees.
- Draft policy or protocols.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Resilience</b> - Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Able to calmly and effectively manage personnel situations when others express their discontent with the outcome and blame you.</li> <li>• Focuses on accomplishments rather than being defeated by the work left to do.</li> <li>• Deals with pressures of competing priorities with an optimistic and positive attitude.</li> <li>• Maintains team effectiveness, quality and morale during organizational change</li> <li>• Continues to advocate for what is right despite set-backs.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to accept constructive criticism from employees within the organization without taking it personally.</li> <li>• Learns from each situation presented to make improvements for the next.</li> <li>• Offers new solutions when previous solutions were rejected.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps on task when situations are unclear or uncertain.</li> <li>• Works through personnel matters to completion.</li> <li>• Seeks guidance on how to respond to negative situations and challenges.</li> </ul>

How individuals may gain experience in this competency:

- Lead responsibility in a difficult situation.
- Self-assess responses to challenges.
- Mentor under a seasoned leader.



# LEADING PEOPLE

This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this qualification is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Conflict Management</b> - Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Knows when to step in and when to help employees address and overcome personal differences on their own in order to create a constructive and congenial working environment.</li> <li>• Effectively shares and encourages the sharing of differing opinions with others to create dialogue and ensure consideration is given to a variety of perspectives.</li> <li>• Proactively addresses and works with others to resolve conflict.</li> <li>• Maintains objectivity during conflict and when resolving conflict.</li> <li>• Willing to research alternatives to disputes and can explain when something is not possible.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Proposes solutions to employees and supervisors to address conflict.</li> <li>• Looks for "middle ground" solutions.</li> <li>• Finds resolution and doesn't take sides when helping employees with conflicts.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Avoids conflict.</li> <li>• Gets drawn into conflict, or takes a side, rather than being a mediator.</li> <li>• Takes information about past conflict with them into future interactions.</li> </ul>

How individuals may gain experience in this competency:

- Conflict Management training.
- Become of conflict mediator.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Diversity Competence</b> - Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization. Ability to learn about others' experiences and desire to grow from the knowledge.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback on employee benefits packages to ensure they are representative for all types of employees and encourages adjustments as appropriate.</li> <li>• Support the organization in diversifying its workforce by identifying strategies that encourage diverse hiring, addressing potential biases, and evaluating the effectiveness of processes.</li> <li>• Work closely with leadership in the organization to ensure practices and processes are inclusive for all.</li> <li>• Appropriately address matters that have resulted in potential discrimination or unfair treatment of others and evaluate the environment to prevent future disparate treatment.</li> <li>• Uses inclusive language when speaking or writing.</li> <li>• Identifies, implements and supports diversity initiatives, often by leading the initiatives.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Support efforts to diversify the workforce.</li> <li>• Provide opportunities for diversity and inclusion professional development.</li> <li>• Effectively address bias within the organization.</li> <li>• Work to diversify the HR office and promote an inclusive work environment.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Connect and build meaningful relationships with others while recognizing the multiple, intersecting identities, perspectives, and developmental differences people hold.</li> <li>• Engage in critical reflection in order to identify one's own prejudices and biases.</li> <li>• Articulate a foundational understanding of diversity, social justice, and inclusion.</li> </ul>

How individuals may gain experience in this competency:

- Attend diversity trainings.
- Facilitate diversity trainings.
- Sponsor diversity activities/initiatives.
- Attend a variety of campus events to get to know more employees.
- Expand social network to include others that are not like you.
- Try new experiences and meet others with differing interests from you.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Team Building</b> - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other units within the organization with building cohesive teams.</li> <li>• Assess and improve the effectiveness of collaborative initiatives and teambuilding efforts.</li> <li>• Broadcast team's successes, crediting and honoring the whole group.</li> <li>• Know the motivators of your team and attach them to your team goals.</li> <li>• Recognize and promote team over self and philosophy that we are stronger as a team.</li> <li>• Set vision that promotes team success and collaboration.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage other units within the organization to collaborate and work on teambuilding efforts.</li> <li>• Recognize the interdependence of members within the division and the institution.</li> <li>• Foster a collaborative working relationship between the HR office and other work groups.</li> <li>• Conduct effective teambuilding exercises to deepen connection and develop a better understanding of communication or style differences.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the basic fundamentals of teamwork and teambuilding</li> <li>• Help hiring managers through selection processes so they can build an effective team.</li> <li>• Requires guidance to see the links within an organization and importance of team approach.</li> </ul>

How individuals may gain experience in this competency:

- Participate/lead team building exercises.
- Serve in leadership roles requiring oversight of cross functional staff.
- Identify project and set goals aligned with cross-functional collaboration.

# RESULTS DRIVEN

This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this qualification is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

## IDENTIFIED AS CRITICAL COMPETENCY

<p><b>Accountability</b> - Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established business practices, control systems, rules and regulations.</p>		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strategies to ensure the organization is compliant with current laws, regulations, policies and procedures and are aware of proposed and upcoming changes.</li> <li>• Adjusts work behaviors to ensure compliance of self and others.</li> <li>• Takes responsibility for errors and evaluates business processes to ensure it won't happen again or addresses the behavior appropriately.</li> <li>• Assists managers with holding their employees accountable through performance management coaching.</li> <li>• Continuously assesses and adjust priorities to meet needs of organization.</li> <li>• Considers whole organization and not just work unit.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Shares information about changing laws, regulations, policies, and procedures with others.</li> <li>• Expresses concerns with organizational actions that may contradict current or upcoming laws, regulations, policies and procedures.</li> <li>• Establishes expectations but needs assistance in ensuring they are met.</li> <li>• Develops documentation to direct activities controlled by policy.</li> <li>• Recognizes how fluid work environment is but may need guidance on how to respond in best interest of those impacted.</li> <li>• Recognizes errors but may need guidance on how to let others know about them.</li> </ul>

<p>Level 1 - Entry</p>	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps up to date on current and new laws, regulations, policies and procedures.</li> <li>• Consistently meets obligations and deadlines.</li> <li>• Seeks feedback on quality of work.</li> <li>• Seeks input from others about how to support them.</li> </ul>
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How individuals may gain experience in this competency:

- Assist managers with performance management.
- Lead a project team.
- Present HR and policy/procedure information to others.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Decisiveness</b> - Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Consider varied points of view and impacts of decisions.</li> <li>• Consistently makes clear, transparent and timely decisions to align with goals of department or institution.</li> <li>• Knows when to make a decision and when to allow others to take the lead.</li> <li>• Confident in personnel decisions made based on preponderance of evidence.</li> <li>• Well versed in regulations that apply in given circumstance or know how to quickly find the necessary information.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• Makes decisions based on fact and experience.</li> <li>• Requires guidance on final personnel decisions for complex situations.</li> <li>• Follows up after making decision to assess outcome</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Procrastinates on difficult decisions, but eventually decides at direction of others.</li> <li>• May make decisions without all of the information.</li> <li>• Over analyzes situations.</li> </ul>

How individuals may gain experience in this competency:

- Participate in decision making process by mentor or leader.
- Be given leadership roles in projects or issues.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Problem Solving</b> - Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates future needs of institution and staff and proactively identifies strategies to address them.</li> <li>• Actively listens to all stakeholders involved with a problem.</li> <li>• Maintains an open mind for problem solving.</li> <li>• Effectively uses data for decision making.</li> <li>• Effectively uses resources, including personnel, to make decisions.</li> <li>• Assists employees with solving personnel problems at the lowest level.</li> <li>• Produces alternatives when available and includes the pros and cons of each</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses level of personal and institutional risk in carrying out work.</li> <li>• Understands data awareness in solving problems but may need assistance in generating the data.</li> <li>• Effectively resolves conflict within the HR unit and among HR members and others in a timely manner.</li> <li>• Applies standard processes to evaluation issues.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Does not challenge assumptions.</li> <li>• Implements solutions by following prepared instructions or processes.</li> <li>• Relies on own point of view to make decisions.</li> <li>• Uses limited data analysis in decision making.</li> </ul>

How individuals may gain experience in this competency:

- Research HR trends and work to apply best practices internally.
- Meet with IR staff and understand analytics.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Subject Matter Expertise</b> - Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Has a strong knowledge of personnel policies and procedures and is able to effectively discuss them with employees and help them navigate difficult situations.</li> <li>• Able to use knowledge of personnel system to assist appointing authorities in making personnel decisions.</li> <li>• Uses in-depth knowledge of benefits plan to assist employees with unique or difficult situations.</li> <li>• Able to effectively manage the inter-relationship of ADA, FMLA, and Worker's Comp to assist employees through challenging situations.</li> <li>• Frequently responds without need to consult rules or others.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to advise hiring managers in the appropriate direction with a position that is difficult to fill.</li> <li>• Able to assist employees with personnel conflicts, trying to resolve at the lowest level, and advise employees on proper procedures for filing a grievance or complaint.</li> <li>• Knows where to find policies quickly and with some guidance knows how they interrelate.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to apply standard rules and processes to address simple personnel matters.</li> <li>• Able to use available guides and resources to assist employees with questions about benefits but may require some guidance or instruction on interrelated rules.</li> <li>• Able to explain to employees the timing of payroll processing and how overtime is processed.</li> </ul>

How individuals may gain experience in this competency:

- Time on the job.
- Participate in open enrollment to help employees enroll in benefits.
- Cross train within your HR office.
- Attend training.
- Join HR organizations and participate in training/conference offerings and read updates.



# BUSINESS ACUMEN

This core qualification involves the ability to manage human, financial, and information resources strategically.

## IDENTIFIED AS CRITICAL COMPETENCY

<p><b>Financial Management</b> - Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.</p>		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and monitor budget and is able to effectively identify future needs for the department.</li> <li>• Understands procurement rules and contracts.</li> <li>• Able to build a business plan/proposal for HR projects.</li> <li>• Assists with developing fiscal notes for proposed legislation with HR impacts.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Manages budget for unit but needs assistance in projecting future needs.</li> <li>• Understands the financial terms and systems used at college.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on budget or business office to assist in making budgetary decisions for HR office.</li> <li>• Has knowledge of procurement and contracting process but needs assistant in navigating.</li> <li>• Learning financial terminology, financial systems, and fiscal cycle.</li> </ul>

How individuals may gain experience in this competency:

- Training with finance on contracts and procurement process.
- Participate in RFP processes.
- Actively work with finance/budget on HR budget management.

# BUILDING PARTNERSHIPS

This core qualification involves the ability to build coalitions internally and with other colleges, State and local governments, and nonprofit and private sector organizations to achieve common goals.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Political Savvy</b> - Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Understand priorities, cultural norms and unwritten rules for success within the organization and help other navigate them.</li> <li>• Use knowledge of the organizational culture in making decisions and perceive the impact and implications of those decisions.</li> <li>• Perceive organizational and political sensitivities and acts accordingly.</li> <li>• Understand different individual's attitudes about politics and adapt personal approaches for optimal influence.</li> <li>• Aware of the broader impact a policy change will have on the organization.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Understand organizational priorities, culture, and unwritten rules necessary for success.</li> <li>• Is aware of the politics of the organization but requires assistance in navigating it.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on politics or cultural environment within the HR office.</li> <li>• May be insensitive to pressures impacting decisions.</li> </ul>

How individuals may gain experience in this competency:

- Mentoring under a seasoned leader.
- Participating in college functions and attending college functions.

# FUNDAMENTAL COMPETENCIES

These competencies are the foundation for success within the organization in any position.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Interpersonal Skills</b> - Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to the needs of others.</li> <li>• Helps others feel valued and included.</li> <li>• Exchanges information for the purpose of sharing ideas, solutions, and providing feedback.</li> <li>• Values differences and respects others opinions and feedback.</li> <li>• Demonstrates a high level of emotional intelligence</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Open to new people and ideas.</li> <li>• Respects and recognizes and values differences.</li> <li>• Makes self accessible to others.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to interact and respond to others appropriately.</li> <li>• Treats all individuals the same.</li> </ul>

How individuals may gain experience in this competency:

- Participate in a variety of committees or work groups.
- Meet new colleagues and start conversations with others to learn more about them.
- Attend conferences and interact with colleagues.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Oral Communication</b> - Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Able to clearly convey ideas to others.</li> <li>• Able to determine if messages were congruent with intended outcome.</li> <li>• Able to adapt communication style and strategy to audience.</li> <li>• Attend and present at internal and external HR meetings.</li> <li>• Able to explain complex policies or benefits for employees to easily understand.</li> <li>• Sought after as a presenter and panelist</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with others using effective verbal and non-verbal strategies appropriate to the situation.</li> <li>• Maintain open and honest dialogue with colleagues.</li> <li>• Able to effectively present information to a group (e.g. professional development topics) but may need guidance to be more effective</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate medium depending on information being communicated.</li> <li>• May demonstrate some discomfort talking in front of others.</li> <li>• May speak without having a clear message or being prepared for discussion.</li> </ul>

How individuals may gain experience in this competency:

- Serve on committees with professional organizations, at System level, and at college.
- Present trainings to employee groups.
- Present topics at large meetings.
- Represent HR in system-wide meetings or work groups.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Integrity/Honesty</b> - Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as a model for others in the organization in personal behaviors and work product.</li> <li>• Demonstrates transparency in decisions and actions.</li> <li>• Keeps word, even under pressure.</li> <li>• Puts the needs of employees and the organization before own.</li> <li>• Consistent in messaging; open and honest dialogue.</li> <li>• Owns the decisions of the organization and does not blame others.</li> <li>• Creates a climate of trust by admitting mistakes and taking responsibility for one's actions.</li> <li>• Is upfront with employees about what information can be maintained as confidential and what cannot due to policies and procedures.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Is trustworthy with confidential information.</li> <li>• Keeps commitments.</li> <li>• Communicates honestly with employees about difficult situations.</li> <li>• Is able to build trust with employees and managers</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Is honest and fair in dealing with others.</li> <li>• Generally keeps commitments</li> <li>• Communicates but may need direction to make it effective.</li> </ul>

How individuals may gain experience in this competency:

- Serve as the point of contact for specific area or project.
- Serve as an investigator.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Written Communication</b> - Writes in a clear, concise, organized, and convincing manner for the intended audience.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Generate clear and organized emails to employees about policies and procedures.</li> <li>• Produce written communications free of spelling and grammatical errors.</li> <li>• Understand and account for how written messages can be misinterpreted.</li> <li>• Write and review policies and procedures to be made available across CCCS.</li> <li>• Clearly communicate information to employees about approved merit pools and application processes.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Generate thorough write-ups of personnel matters but may need assistance in better organizing thoughts or being more concise.</li> <li>• Prepare written communications for the organization.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Rely on written communication over face to face.</li> <li>• Messages include grammatical errors or phrases that could be misinterpreted.</li> <li>• May need direction on structure and grammar.</li> </ul>

How individuals may gain experience in this competency:

- Write every day.
- Keep a journal.
- Read.
- Ask others for feedback on written communication.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Customer Service</b> - Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Does not allow personal feelings to impact how employees are treated when they come into the HR office.</li> <li>• Assists employees with HR questions in a positive and friendly manner, regardless of knowledge of personnel issues outside the HR office.</li> <li>• Is a role model for how employees wish to be treated and inspires team to improve quality of service.</li> <li>• Assists work groups within the organization with improving customer service based on feedback received in HR.</li> <li>• Demonstrates highest level of customer service and is recognized as a role model for others.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively assists customers but requires guidance when dealing with difficult employees.</li> <li>• Goes above and beyond to assist employees with questions about benefits, policies, procedures.</li> <li>• Designs and implements guidelines to assist customers in understanding HR processes.</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Greets employees with a smile when they come into the HR office.</li> <li>• Address customer questions in a timely manner and when necessary follows up with answers to questions that were unknown.</li> </ul>

How individuals may gain experience in this competency:

- Work your front desk from time to time.
- Debrief with appropriate team members regarding situations that did not go well and how it could have been handled differently.
- Serve in administrative role with demonstrated effectiveness providing effective customer service and related outcomes.

## IDENTIFIED AS CRITICAL COMPETENCY

<b>Data Management</b> - Uses data effectively to improve programs. Familiarity of available data; knowledge of the goals of program area; and a willingness to explore creative approaches to using data. Understanding definitions and sources of data; ensuring that data is accurate; and being aware of potential weaknesses in data when analyzing.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> <li>• Demonstrates expert level in the competency</li> <li>• Applies the competency in exceptionally difficult situations</li> <li>• Serves as a key resource and advises others</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to collect, report, and analyze organizational data such as employee demographics, performance management and turnover.</li> <li>• Uses organizational data to inform decisions for the organization such as proposing alternative work arrangements to address high turnover due to commutes.</li> <li>• Able to troubleshoot benefit eligibility during measurement periods, understanding how data is pulled and calculated.</li> <li>• Knowledgeable with data terminology, methodology and resources and application of analytics.</li> </ul>
Level 2 - Average	<ul style="list-style-type: none"> <li>• Demonstrates proficient level in the competency</li> <li>• Applies the competency in difficult situations</li> <li>• Requires occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to collect and report HR data, but needs help interpreting and implementing change as a result of the information.</li> <li>• Able to troubleshoot payroll issues as they arise as a result of data entry errors.</li> <li>• Understands basic data functions but may not make connection to higher level decisions</li> </ul>
Level 1 - Entry	<ul style="list-style-type: none"> <li>• Demonstrates entry/basic level in the competency</li> <li>• Applies the competency in the simplest situations</li> <li>• Requires close and extensive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Able to effectively enter data into Banner to ensure accurate reporting and payroll processing.</li> </ul>

How individuals may gain experience in this competency:

- Actively participate in HR/Payroll end user meetings.
- Generate Cognos reports and review available materials on using those reports.
- Use Cognos reports to double check data entry in Banner.