



COLORADO

COMMUNITY COLLEGE SYSTEM

**Vice President of Academic
Affairs Career Path and
Behavioral Anchors**

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OVERVIEW

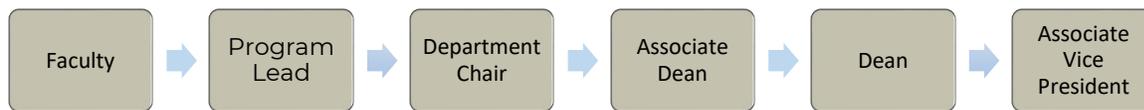
In response to the 2015-2025 strategic plan, a CCCS Succession Planning Team was established with a charge to complete a succession planning process for CCCS leadership. Five areas of functional leaders were identified for inclusion in this process: Chief Business Officers, Vice Presidents of Academic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

- K-12 academic Leader
- Non-Profit Executive
- Experience in government agency work, workforce development, economic development, non-credit learning design, compliance, scheduling, classroom
- Registrar
- Accreditation Specialist
- Director of teaching support
- Academic Director
- Management
- Assurance compliance

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

- Assurance compliance
- Academic leadership

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

- Budgeting
- Conflict management
- Curriculum/Course development
- Educational management
- Project management
- Supervisory
- Strategic knowledge
- Vision/ goal setting
- Relationship development

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

Flexibility - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Able to adapt to change • Does not outwardly demonstrate frustration • Follows policies, rules, and structures but also understands when to follow the “spirit of the law” • Does just say no to changes out of habit • Looks for possibilities of how to make it work • Solution Orientated • Not an excuse maker • Able to shift gears quickly • Wide span of responsibility / able to shift focus and respond relative to change
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Able to adapt to change but sometimes demonstrates frustration • Needs time to shift gears and find solutions
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Cannot shift gears • Struggles to let things go • Still stuck on topic • Does not manage emotions appropriately while receiving new info

How individuals may gain experience in this competency:

- Serve on cross-functional committees.
- Serve in leadership roles.

IDENTIFIED AS CRITICAL COMPETENCY

Resilience - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Transition from disappointment to recovery (authentic/genuine) • Engage work in positive, optimistic work • Shouldn't impact daily interactions • Lift others up • Authenticity - Modeling recovery – eyes are always on you, value in modeling recovery • Acknowledge disappointment – do not be fake about it • Always being professional in discussing the set back • No petty behavior • Rise above • Email – do not get drawn into the discussion • Have a tolerance for disagreement • Have some comfort with conflict – thick skin • Budget cuts – focus on vision (bigger picture) • Strength in difficult situation • Inspirational
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Focuses on bigger picture • Able to recover from disappointment or failure • Is an encouragement to the team • Has a tolerance for disagreement
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Over extending • Spends some time wallowing in the mud • Comparison fatigue / burn out • Lack of boundaries / distraught

How individuals may gain experience in this competency:

- Participate in 360 performance evaluations for feedback.
- Serve on campus crisis response team.

IDENTIFIED AS CRITICAL COMPETENCY

Strategic Thinking - Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization. Capitalizes on opportunities and manages risks.		
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - High	<ul style="list-style-type: none"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Visionary • Sees the end game, can see where we need to go and can break it down into the tactical parts • The big picture • Utilize multiple resources for data input, faculty input • Merges change management with strategic planning • Able to develop an action plan • Is able to set and adjust priorities, knows how to shift and anticipate future needs • Challenges assumptions • What is the vision of the college and how do you reach it
Level 2 - Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Able to see the big picture and make decisions based on foreseeable outcomes • Able to develop an action plan • Utilizes multiple resources for decision making and planning
Level 1 - Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Just do what has always been done • Being reactive to the moment • Focused on the details and always in the weeds

How individuals may gain experience in this competency:

- Participate in college strategic planning initiatives.
- Help establish department or unit goals and strategies.

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

<p>Conflict Management - 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.</p>		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 – High	<ul style="list-style-type: none"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Allow / manage positive discourse • Observe differences of opinion, allow for conversation • Be prepared to step into resolved conflicts when appropriate • Share perspectives, both sides managing the conversation • Recognizing that all conflict is important to the person bringing it forward • Validate concerns • Helping others resolve conflicts • Hearing out the person with the complaint • Excellent interpersonal skills • Fair and not taking sides – find resolution • Don't rush to decisions • Manage change strategically • Practice shared governance
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Addresses conflict calmly • Recognizes multiple perspectives • Creates solutions • Shares perspectives • Helps others resolve conflicts
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Conflict avoidance • Follow proper procedures – know when to call HR / other resources • Narrow perspective, feels challenged by others perspectives • Gets drawn into conflict rather than being the mediator • Creates conflict – takes past conflict with them into future interactions

How individuals may gain experience in this competency:

- Conflict Management training.

IDENTIFIED AS CRITICAL COMPETENCY

Team Building - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Team Commitment – sharing the why – if people know the why they can buy into it • Know the motivators for your team and attach it to your team goals • Create a sense of permanency to the team. • Create connections to the mission • Unbridled passion – may need to rein them in so others can be with them • Hold those lagging accountable because they are impacting the team • Sense of justice – make sure that everyone is doing their part • Building the relationships • Empowering – can't be part of very team so empower others to move things forward • Relational • Unstructured relationships with folks • Get to know your team as people, appreciate who they are • Making sure everyone in organization has access to professional development opportunities • Right people on the right seat on the bus • Right role, right skills • Sets expectations for each role – defined
Level 2 - Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Able to ensure all voices are heard • Creates shared experiences • Exhibits inclusive leadership • Helps team to feel valued • Clarify roles and expectations
Level 1 - Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Pushing own agenda • Being rushed, over committed, not allowing team dynamics to work • Lack of prioritization

How individuals may gain experience in this competency:

- Participate in and lead Team Building activities such as:
 - Talking Stick, yoga, assessment – individual growth, leadership development
 - Escape Room
 - Retreat off Campus
- Serve in leadership roles requiring oversight of cross functional staff.
- Identify projects 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

Problem Solving - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Listen, learn, data collection and analytics • Using resources – especially the team • Challenge assumptions • Evaluate multiple solutions • Critical to bring in multiple experts around the table from up and down in the organization • Challenges the norm and others’ opinions with tact • Knows when to find solution, and when to delegate to someone else to address • Beware of agendas • Gather information from others • Knowing when to make the decision – knowing when to move – solve the problem • Know how many voices you need, you can have too many or too little
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Time and dedication to defining the problem objectively • Analyzes the problem • Uses data to inform decisions • Ability to make unpopular decisions
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Does not challenge assumptions • Making uninformed / non-data based decisions • Enjoy the problem, “drama” • Over analyzing

How individuals may gain experience in this competency:

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

BUSINESS ACUMEN

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

IDENTIFIED AS SECOND TIER COMPETENCY

<p>Financial Management - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Ability to build a business / proposal plan • Setting priorities • Annual processes, proposals due, decisions made • Ensure planning is in place • Ability to make tough decisions • Strategic not emotional decision making (not worried about who will be upset) • Advocate for college as a whole and not just your area • Rationally makes decisions • Mentoring and coaching others
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Ability to build a business/proposal plan • Makes solid financial decisions • Understands how budgeting and financial processes work • Plans strategically
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Variance reports • Limited process

How individuals may gain experience in this competency:

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

Influencing/Negotiating - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 – High	<ul style="list-style-type: none"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Genuineness • Willing to sacrifice to get to win/win • Collegial • Relationships – concern for the well-being of others • Respect other partners need for a positive outcome • Understanding the why and what that each party needs • Able to figure out, through questions, what others want – then appeal to that want • Excellent interpersonal skills • Mutual respect • Focus on positive attributes • Be complimentary of other person / party • Acknowledging the good that they bring • Find the positive – creating the connection
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Relationships – concern for the well-being of others • Respect other partners need for a positive outcome • Exhibits mutual respect • Excellent interpersonal skills
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Does not identify when it is time to move on from failed or ill-advised paths

How individuals may gain experience in this competency:

- Negotiation training.
- Lead efforts to implement challenging policy or revise existing policy or procedure.

FUNDAMENTAL COMPETENCIES

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

IDENTIFIED AS CRITICAL COMPETENCY

Interpersonal Skills - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Humility • High Emotional Intelligence • Able to build authentic relationships at all levels of the organization • Delivers the message so that it doesn't take the other person down. • Willing to acknowledge what you do or do not know • Active listening • Measured responses, maintains composure in written and verbal communication • Beware of overreaction / Not blurting out the first thing that comes to mind • Remain calm and composed / patience • Ability to coach others • Follow through on what you say • Create and Build Trust / Respect • Very present – in the moment / engaged • Dependable • Able to interact in small and large groups • Patience – follow and understand due process
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Working towards authenticity • Is aware that active listening is necessary and implements often • Reacts calmly in emotionally charged situations • Dependable

<p>Level 1 – Entry</p>	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Not authentic • Inconsistent listening skills • Perception of not valuing others views • Not as approachable • Lack of eye contact • Distractions • Seems distant, goes cold in meetings • Level of arrogance • Inflated sense of self-importance • Aloof • Inability to have small talk • Lack of emotional intelligence • Always have to be right • Lack of trust in content
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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 SECOND TIER COMPETENCY

Oral Communication - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Ability to explain and make complex topics seem simple • Clear and concise • Read your audience – emotional intelligence • Being able to diffuse an exceptionally difficult situation • Speak calmly – even in aggressive situations / Diffuse situations • Listen / Reflective listening • Remain calm • Ability to make effective presentations / get their point across • Asks thoughtful, relevant questions
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Speaks clearly and concisely • Prepared for high-stakes communication • Has public speaking skills • Performs active listening
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Talks too much, doesn't take the time to read the audience • Does not know when to stop talking • Talks over people • Demonstrates discomfort

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 department or college in system-wide meetings or work groups.

IDENTIFIED AS CRITICAL COMPETENCY

Integrity/Honesty - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Authentic • Put the needs of individuals first • Not showing favoritism, or the appearance of favoritism • Compassion • Consistent in messaging, open and honest dialogue • Information flow and filter – what do you funnel down and what do you filter out • In public and private – being able to take criticism, i.e. faculty attacks – how you respond • People do what they say they will do / people have to have done what they say they have done • Giving credit where credit is due; say we – not always I • Be accurate in your statements, realistic in your commitments, don't promise what you cannot deliver • Transparency – let others know what is happening and when they can have input • VPI may need to implement action from President / HR – owning the decisions of the larger team – not blaming others • Demonstrates support for college decisions – being loyal to the leadership team • Once decisions are made, jump on board
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Takes ownership of errors • Acts respectfully and dependably • Maintains confidentiality • Assures that words and actions are aligned
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Say what needs to be said in the moment, just to move past it, with no intention of following through • Saying what others want to hear • Undermining college decisions

How individuals may gain experience in this competency:

- Modeling, mentoring and facilitating the same among others.

IDENTIFIED AS SECOND TIER COMPETENCY

Written Communication - 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"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Similar to Oral Communication • Excellent grammar – attention to detail • Tone – watch your tone in emails • Knowing the “timing” of your communication • Uses discernment in deciding to put information in writing • Understands that all written documentation is potential evidence • Recognizes when face-to-face communication should be used rather than email
Level 2 – Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Ability to read and understand audience effectively • Articulates vision clearly • Ensures resources are accurate and written succinctly • Uses appropriate tone
Level 1 – Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Uses emotionally charged wording • Sends unclear information • Uses email when communication should be face-to-face

How individuals may gain experience in this competency:

- Write every day.
- Keep a journal.
- Read.
- Serve in a professional role demonstrating effective written communication.

IDENTIFIED AS CRITICAL COMPETENCY

Continual Learning - Assesses and recognizes own strengths and weaknesses; pursues self- development.		
Proficiency Level	Proficiency Level Definition	Behavioral Anchor Examples
Level 3 - High	<ul style="list-style-type: none"> • Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Ongoing professional development plan focused on leadership abilities, content knowledge and industry trends • Self-actualized – know what your strengths and weaknesses are • Stay current and understand trends • Utilizes a variety of resources, combination of activities • Openness to learning from subordinates and peers • Creates an organization of learners / team building / learning organization
Level 2 - Average	<ul style="list-style-type: none"> • Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Willingness and commitment to ensure professional development for others • Considers the possibility for needed growth • Continues to advance leadership skills and interpersonal skills • Has a mentor and mentors others
Level 1 - Entry	<ul style="list-style-type: none"> • Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Willingness to explore alternative methods; finding ways to improve/streamline • Assumes an understanding of most problems.

How individuals may gain experience in this competency:

- Actively participate in professional development.
- Participate in professional organizations.
- Attend conferences.