# Chief Business Officer

# 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?

- Controller
- Budget Director
- Auxiliary Services Director
- Assistant or Associate Vice President
- Higher level business related positions in the private/public arena

What is/are the traditional career path(s)?

- In higher education business officers normally advance through the ranks in the administrative side of the house.
- Outside of higher education, business offers would have a wide array of experience with business functions of an organization.

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

- Controller
- Budget Director
- Auxiliary Services Director
- City Manager
- Treasurer
- Chief of Staff
- Finance or Business Department/Division Director

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

- Accounting
- Budgeting
- Contracts
- Purchasing
- Information Technology – Comfortable working with a variety of systems and technology
- Human Resources Management – Managing and working with highly diverse group of individuals

Other intangibles that would help individuals progress into this leadership position.

- Work with the incumbent Chief Business Officer to gain a better understanding of roles, responsibilities and duties with the goal of becoming a Chief Business Officer.
- Serve as interim Chief Business Officer when the incumbent is out on extended leave.
- Regularly attend Chief Business Officer meetings.
- Complete leadership academy programs offered by organizations such as the Community College Business Officers or National Association of College and University Business Officers.
- Become proficient and comfortable at giving presentations.
- Lead cross-functional projects (outside of one's department).
- Work/volunteer on CCCS committees – gain additional system knowledge and exposure.

# 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 | • Demonstrates expert level in the competency <br> • Applies the competency in exceptionally difficult situations <br> • Serves as a key resource and advises others | • Active listening <br> • Willing to change position <br> • Looks for pathways to implement change <br> • Considers other points of view <br> • Optimism outlook <br> • Serves on non-finance committees, such as Diversity Councils. <br> • Accepts and embraces change <br> • Proactively anticipates, analyzes and solves as issues arise <br> • Proactive <br> • Analytical <br> • Problem solver |
| Level 2 – Average | • Demonstrates proficient level in the competency <br> • Applies the competency in difficult situations <br> • Requires occasional guidance | • Is open to change, but needs guidance on how to implement it <br> • Proceeds although challenged or frustrated <br> • Can distinguish between critical and non-critical issues <br> • Addresses issues as they appear <br> • Approaches change with a positive |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency <br> • Applies the competency in the simplest situations <br> • Requires close and extensive guidance | • Defaults to no <br> • Gets frustrated with change <br> • Stuck in their own point of view <br> • Gets overwhelmed with change <br> • Continues to "do things as they have always been done" <br> • Resists change |

How individuals may gain experience in this competency:

- Project management course or other professional development.
- Lead a cross functional project that includes functional areas outside of finance and administration.
- 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 | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Looks at accomplishments instead of work left to do<br>• Aids others who are struggling to ensure the work is done<br>• Doesn't keep resentments<br>• Changes course with setbacks<br>• Remains focused while experiencing change<br>• Consistently able to adjust |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Stresses over the pressure but plods along<br>• Balks at adversity<br>• Needs coaching at high pressure points<br>• Resolves any audit findings before next audit.<br>• Maintains quality of work when change occurs<br>• Quickly modifies behavior |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Shares with anyone who listens the woes<br>• Does nothing<br>• Holds resentments<br>• Consistently complains about change |

How individuals may gain experience in this competency:

- Serve as Interim Director or other executive position.
- Serve on emergency management committees or teams.
- Participate in 360 performance evaluations for feedback.

## IDENTIFIED AS SECOND TIER COMPETENCY

| | | |
|---|---|---|
| **Vision** - Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action. | | |
| Proficiency Level | Proficiency Level Definition | Behavioral Anchor Examples |
| Level 3 – High | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Takes the needs of others into consideration<br>• Articulate the vision and share how it benefits various stakeholders<br>• Supports and applauds champions<br>• Breaks down implementation so that others can follow<br>• Goals align with institutional strategic plans<br>• Goals clearly identify roles, responsibilities, and timelines<br>• Prioritizes and aligns staff and resources for accomplishing objectives<br>• Is focused on student needs and outcomes when approaching goal setting. |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Supports the vision with limited understanding of other viewpoints<br>• Identifies champions<br>• Encourages evidenced-based decisions that are aligned with institutional priorities |
| Level 1 - Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Pushes people to comply<br>• Under communicates |

How individuals may gain experience in this competency:

- Serve on Strategic Planning committee or council.
- Serve on HLC accreditation or re-accreditation.

# 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

**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.

| Proficiency Level | Proficiency Level Definition | Behavioral Anchor Examples |
|---|---|---|
| Level 3 – High | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Actively listens to all sides before making conclusions or taking action<br>• Recognizes truth in all positions<br>• Is empathetic to the feelings of those involved<br>• Empowers parties to find their own solution<br>• Mediates<br>• Seeks positive resolutions for all involved<br>• Proactively addresses and works with others to resolve conflict |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Has some conclusions prior to meeting with parties<br>• Gets caught up in the negatives<br>• Proposes solutions<br>• Works effectively with others to resolve conflict<br>• Looks for "middle ground" solutions |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Avoids conflict<br>• Determines results prior to meeting<br>• Represents department or division on Leadership or Cabinet team meetings |

How individuals may gain experience in this competency:

- Participate in or lead department participation in personality profiling (i.e. Real Colors, Myers-Briggs) to better understand how to work with various personality styles.
- Conflict management training.

**IDENTIFIED AS SECOND TIER COMPETENCY**

| **Diversity Competence** - 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><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><li>Natural curiosity and interest about diverse viewpoints</li><li>Fosters a community which appreciates differences</li><li>Values differences</li><li>Articulates to others the value of diversity without diminishing them.</li><li>Supports diversity and encourages appreciation for individual contributions</li><li>Fosters collaboration among diverse groups and individuals fosters an inclusive work environment with mutual respect.</li></ul> |
| Level 2 – Average | <ul><li>Demonstrates proficient level in the competency</li><li>Applies the competency in difficult situations</li><li>Requires occasional guidance</li></ul> | <ul><li>Enjoys being in a diverse environment, but doesn't know how to foster it</li><li>Doesn't know how to communicate about diversity but would like to</li><li>Has some grasp of bias, but doesn't understand what to do with it.</li><li>Treats others with respect and encourages individual contributions</li></ul> |
| Level 1 – Entry | <ul><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><li>Doesn't understand why it is important</li><li>Feels threatened by diversity efforts</li><li>Doesn't understand implicit bias</li><li>Maintains effective working relationships with colleagues</li></ul> |

How individuals may gain experience in this competency:

- Serve on external committee or council representing underserved student populations.
- Serve on Inclusivity or Diversity committee or council.
- Attend diversity, equity and inclusion training or professional development.
- Expand social network to include others that are not like you.

# 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

**Accountability -** 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.

| Proficiency Level | Proficiency Level Definition | Behavioral Anchor Examples |
|---|---|---|
| Level 3 – High | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Maintains realistic expectations<br>• Communicates effectively with stakeholders<br>• Holds people to the expectations<br>• Accepts responsibility for decisions and actions. Behaves in a manner consistent with following up and following through on commitments.<br>• Understands their own weaknesses and acknowledges their own shortcomings<br>• Is accountable for their own mistakes<br>• Prioritizes objectives and delegates to others with support for success<br>• Leads innovative organizational transformation<br>• Models accountability<br>• Supports, develops and implements processes for good work ethic |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Expresses expectations, but may not evaluate for reality.<br>• Is accountable for own mistakes only when caught<br>• Prioritizes and delegates objectives, but is insufficient with support.<br>• Consistently meets obligation and deadlines<br>• Promotes departmental improvement |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Doesn't establish expectations<br>• Is inconsistent with accountability<br>• Avoids responsibility<br>• May not take responsibility for errors |

How individuals may gain experience in this competency:

- Serve in leadership positions where strategic outcomes are provided.
- Share your goals, discuss goal transparently.
- Engage with colleagues in supportive professional manner.
- Participate and promote continuous improvement.

## IDENTIFIED AS SECOND TIER COMPETENCY

**Decisiveness** - 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 | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Pursues data and input from stakeholders to make a considerate decision<br>• Yes is yes and No is no, doesn't waffle<br>• Considers all points of view and impact of decision<br>• If further information changes decision, can articulate the reason why<br>• Consistently makes clear, transparent and timely decisions to align with goals of department or institution<br>• Seeks input from department and campus partners<br>• Looks for ways to improve decision making processes<br>• Works across functional groups |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Evaluates provided information for decision<br>• Procrastinates on difficult decisions, but eventually decides<br>• Doesn't take all points of view into consideration<br>• Struggles with effective communication after decision<br>• Decisions support and facilitate desired outcomes<br>• Makes decisions based on fact and experience<br>• Collaborates with others for best decision |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Delays to the point where decisions are not made<br>• Makes decisions without all of the information<br>• Waffles after decisions<br>• May not collaborate with others to make decisions |

How individuals may gain experience in this competency:

- Take on projects or tasks where decision making is required.
- Seek feedback from a mentor or trusted advisor on their decision making process.

**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 | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Actively listens to all stakeholders involved with the problem<br>• Thinks outside of the box for solutions offers appropriate & innovative solutions to problem solving.<br>• Looks for synergy<br>• Maintains a professional skepticism and verifies accuracy<br>• Maintains an open mind for resolution<br>• Identifies problems that are not immediately apparent<br>• Stays focused on pressing issues until resolved<br>• Maintain sense of urgency in solving issues<br>• Solutions consistently transform department/ institution<br>• Uses "big picture" to solve problems |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Examines existing evidence in the problem<br>• Looks to familiar solutions<br>• Solves urgent problems first<br>• Keeps organizational goals in mind while problem solving<br>• Understands & promotes data awareness in solving problems. |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Addresses problems when they are at critical mass<br>• Does not take all information into consideration<br>• May need assistance prioritizing problems<br>• May not seek most efficient manner for accomplishing outcome |

How individuals may gain experience in this competency:

- Lead a cross functional project that includes functional areas outside of finance and administration.

# BUSINESS ACUMEN

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

## IDENTIFIED AS SECOND TIER COMPETENCY

**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.

| Proficiency Level | Proficiency Level Definition | Behavioral Anchor Examples |
|---|---|---|
| Level 3 – High | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Knowledgeable about Banner including, Processes, data extraction, review.<br>• Establishes and monitors budget. Understands nuances of programs and funds utilization to accurately forecast activity.<br>• Understands procurement rules and contracts to oversee effectively. Actively involved with significant purchases.<br>• Effectively and efficiently prepares institutional budget according to goals<br>• Makes data driven decisions<br>• Priorities match institutional goals<br>• Transparent and shares budget information with stakeholders |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Basic understanding of Banner. Relies on others to provide information.<br>• Budgets with limited understanding of program needs. Monitors without in depth understanding of spending patterns<br>• Little involvement for procurement and contracting<br>• Works with administration and departments to prepare budget<br>• Plans and manages public resources wisely & judiciously. |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Relies primarily on staff for financial information<br>• Rolls budget without evaluation, does not monitor fiscal activity<br>• Relies on staff for procurement and contracting<br>• Basic understanding of budget process<br>• Does not always include input from other departments |

How individuals may gain experience in this competency:

- Prepare budget and financial analyses.
- Education and professional development specific to budget and finance.
- Train and participate on contracts and procurement processes.
- Train with HR on personal services processes as they relate to contracts.
- Participate in RFP processes.

## IDENTIFIED AS SECOND TIER COMPETENCY

**Personnel Management** - Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

| Proficiency Level | Proficiency Level Definition | Behavioral Anchor Examples |
|---|---|---|
| Level 3 – High | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Supports and grows employees through professional development.<br>• Effective at team building<br>• Praises accomplishments<br>• Takes corrective actions when necessary<br>• Evaluates realistically<br>• Leads and motivates by example<br>• Hires, and develops staff to ensure optimal productivity<br>• Effectively delegates work and ensures optimal employee outcomes |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Supports employees but does not consciously grow them<br>• Expects teams to form organically<br>• Sometimes acknowledges accomplishments<br>• Evaluates for good work but doesn't address negative behaviors.<br>• Establishes clear performance goals and expectations |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Expects employees to already have all of the knowledge to do their jobs<br>• Separates teams<br>• Does not acknowledge accomplishments<br>• Is overly critical – harsh<br>• Needs assistance in supporting staff to achieve desired goals |

How individuals may gain experience in this competency:

- Seek supervisory opportunities.
- Lead team or group initiatives.

# 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><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><li>Actively listens</li><li>Considers the needs of others</li><li>Approaches situations with an open mind</li><li>Highly inclusive</li><li>Encourages diverse points of view</li><li>Is highly respected by colleagues</li><li>Fosters an inclusive and welcoming working environment</li><li>Listens and asks questions</li><li>Helps others feel valued and included Exchanges information for the purpose of sharing ideas, solutions and providing feedback.</li></ul> |
| Level 2 – Average | <ul><li>Demonstrates proficient level in the competency</li><li>Applies the competency in difficult situations</li><li>Requires occasional guidance</li></ul> | <ul><li>Listens, but doesn't validate</li><li>Tries to pursue others needs</li><li>Has some preconceived outcomes</li><li>Respects and recognizes differences</li><li>Promotes a diverse workforce</li><li>Inclusive and open to new people and ideas</li><li>Seeks feedback for improvement</li></ul> |
| Level 1 – Entry | <ul><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><li>Doesn't listen</li><li>Own expectations and needs are foremost</li><li>Works independently</li><li>Lacks awareness and importance of diversity</li><li>Spends time socializing</li></ul> |

How individuals may gain experience in this competency:

- Meet new colleagues and initiate conversations with others to learn more about them.
- Participate in professional development activities and professional organizations 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 | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Speaks clearly and effectively<br>• Makes the subject relevant to the audience<br>• Listens effectively encourages open communication<br>• Absorbs new information and allows it to change positions when appropriate<br>• Attends and presents at legislative or external community meetings (Chamber, CDC, etc.).<br>• Highly proficient communicator<br>• Listens and synthesizes other's ideas<br>• Explains even complex issues clearly and succinctly<br>• Models transparency in sharing information<br>• Follows institutional policies to protect confidential information |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Speaks clearly<br>• Makes some references to the audience's position<br>• Listens<br>• Has some preconceived notions<br>• Regularly gives presentations at internal campus meetings.<br>• Effective communicator, actively listens and is knowledgeable and concise<br>• Maintains open and honest dialogue with colleagues<br>• Tailors information to group/ individual needs |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Doesn't articulate well<br>• Speaks from own point of view<br>• Doesn't consider other positions<br>• Communicates with department or division at monthly meetings<br>• Keeps communication to a minimum<br>• Not confident with sharing pertinent information |

How individuals may gain experience in this competency:

- Prepare and deliver presentations.
- Serve on committees with professional organizations, at System level, and at college.
- Present topics at large meetings.
- Present trainings to employee 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 | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Is transparent<br>• Owns their own behavior<br>• Yes is yes, and no is no<br>• Holds integrity as a high value<br>• Is consistent<br>• Keeps word even under pressure<br>• Communication is always clear and honest<br>• Uses institutional policy when making decisions and does not have very many "exceptions"<br>• Consistently demonstrates excellent work ethics<br>• Gives proper credit to others<br>• Gains high level of respect from others based on integrity |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Is partially transparent<br>• Mostly owns behavior but looks for explanations<br>• Can be talked into changing a decision<br>• Not always consistent<br>• Supports team in good and bad<br>• Treats others fairly<br>• Takes responsibility for own actions<br>• Remains professional and impartial<br>• Is trustworthy with confidential information<br>• Keeps commitments |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Is not transparent<br>• Looks for excuses<br>• Waffles on decisions<br>• Decisions depend on mood and situation<br>• Unable to acknowledge skills and contributions of others<br>• May not keep promises |

How individuals may gain experience in this competency:

- Application to healthy living and professional practice.
- 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 | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Writes in a manner that is clear with no innuendo<br>• Keeps to the point<br>• Well organized thoughts<br>• Is convincing<br>• Published in industry magazines<br>• Communication is of the highest caliber<br>• Communication is accurate and focused on the needs of the individual or group |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Writes clearly, but there is some subjective language<br>• Wanders a bit in thought process<br>• Somewhat convincing<br>• Prepares written communication for external audiences<br>• Writes clearly, persuasively and concisely |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Writes passably<br>• Unclear thought process<br>• Writing tends to leave unintended impressions<br>• Prepares presentations for internal audiences<br>• Written skills may need improvement |

How individuals may gain experience in this competency:

- Write reports.
- Keep a journal.
- Read as much as possible.

## IDENTIFIED AS CRITICAL COMPETENCY

| | | |
|---|---|---|
| **Customer Service –** 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 | • Demonstrates expert level in the competency<br>• Applies the competency in exceptionally difficult situations<br>• Serves as a key resource and advises others | • Serves the customer well<br>• Customer leaves feeling important<br>• Resolves issues in a calm and respectful manner<br>• Does not allow personal feelings to effect the conversation<br>• Values, supports and inspires the highest quality of customer service<br>• Inspires team to improve quality of services<br>• Solicit feedback for improving customer service |
| Level 2 – Average | • Demonstrates proficient level in the competency<br>• Applies the competency in difficult situations<br>• Requires occasional guidance | • Serves the customer<br>• Customer leaves feeling served<br>• Is challenged by dealing with issues<br>• Allows some personal feelings to effect the conversation<br>• Frequently makes suggestions to improve quality of services<br>• Ensures that customer needs are met<br>• Delivers high quality service |
| Level 1 – Entry | • Demonstrates entry/basic level in the competency<br>• Applies the competency in the simplest situations<br>• Requires close and extensive guidance | • Customer leaves feeling unimportant<br>• Allows personal feelings to be active in the conversation<br>• Does not actively look for ways to improve service<br>• May resist change that improves quality of service |

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.