IT Director

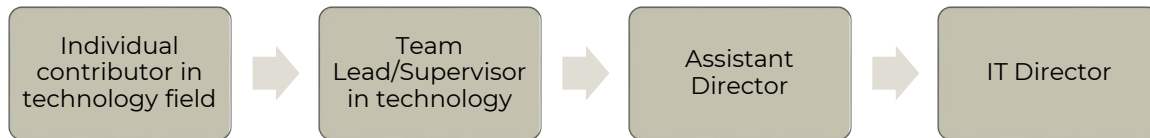# Career Path and Behavioral Anchors

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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)?

Individual contributor in technology field	→	Team Lead/Supervisor in technology	→	Assistant Director	→	IT Director

There are non-traditional ways to move into a leadership position within information technology.

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

-   Team lead or supervisor within a technology field

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 - Applies the competency in exceptionally difficult situations - Serves as a key resource and advises others	- Anticipate a changing environment by developing clear strategy and implementing successful action plans. - Adjust organizational activities to respond to unexpected situations while maintaining priorities. - Adjust priorities and strategies to account for new organizational or executive directives.
Level 2 - Average	- Demonstrates proficient level in the competency - Applies the competency in difficult situations - Requires occasional guidance	- Engage customer situations and coordinates appropriate resources. - React appropriately to outages and maintains critical processes. - Plan for process changes to mitigate risks or respond to failures.
Level 1 - Entry	- Demonstrates entry/basic level in the competency - Applies the competency in the simplest situations - Requires close and extensive guidance	- Can manage schedule challenges following unexpected leave or scheduling conflicts. - Contacts supplemental resources to adjust for resource shortages.

How individuals may gain experience in this competency:

- Serve on taskforces or committees
- Serve on cross functional teams or projects
- Work on projects to implement or evaluate IT systems
- Participate in the development of short term and long term strategic plans
- Participate in the development and execution of disaster recovery and business continuity plan
- Self-assess responses to challenges

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	Proficiency Level Illustrations
Level 3 - High	• Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Demonstrates persistence when providing rationale to staff during times of significant organizational change • Responds to setbacks by developing alternative approaches to determine the best course of action • Maintains teams effectiveness, quality, and morale during organizational change • Cultivates internal and external stakeholders to develop and/or modify the plan after a change
Level 2 - Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Perseveres on project despite changing objectives, deliverables, and deadlines • Develops strategies using existing resources for achieving objectives following changes
Level 1– Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Meets with employees resistant to organizational change to address concerns • Maintains composure and direction in high- pressure situations • Accepts negative feedback in a constructive manner and adjusts behavior accordingly • Adjust project deliverables following changes

How individuals may gain experience in this competency:

- Work on system design and development projects from the business requirement analysis to day-to-day management
- Participate in the development and execution of disaster recovery and business continuity plan
- Work with end users struggling with systems to develop user guides or tools
- Mentor under a seasoned leader

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	• Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Anticipates a change in technology and/or strategic direction and establishes a vision to effect change through formulation and implementation of objectives and priorities • Designs approaches and procedures to develop a strategic plan supporting key college and system goals and objectives • Engage directly with the organizations strategic planning lead to address and outline the future direction of an organization • Establishes strategic performance measures to allow the organization to continually assess and adjust program direction
Level 2 - Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Conducts review of the college's core mission and gathers information from relevant sources to support development of a strategic plan • Develops and implements system wide or college policy by determining target audience, • building partnerships, and developing a budget
Level 1 - Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Considers customer needs and trends in the development of strategic plans • Implements strategic objectives and develops metrics to assess attainment of work unit goals • Develops project teams and staffing plans based on consideration of strategic objectives • Ensures team objectives are consistent with strategic plan

How individuals may gain experience in this competency:

- Assist with the development of short and long-term strategic plans
- Keep apprised of current and future technology and discuss the applications within the organization
- Participate in learning opportunities and share information with colleagues for ongoing improvements/change

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 • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Define organizational goals and communicate clear objectives. • Develop culture of accountability by defining clear roles and responsibilities. • Delegate responsibility and ownership for processes and systems.
Level 2 - Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Implement guidelines to address compliance requirements. • Develop documentation to direct activities controlled by policy. • Create processes to address risks in data or systems.
Level 1 - Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Address issues with individual staff members. • Ensure compliance with procedures and standards in staff activities.

How individuals may gain experience in this competency:

- Lead a project team
- Participate in policy/procedure development and implementation

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 • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Develop organizational culture for discussing and resolving issues. • Maintain cycles for planning, testing, implementing and operationalizing solutions. • Creates criteria for evaluating and examining solutions. • Evaluate and recommend solutions for complex school and system level issues that cross disciplines. • Develop methodologies for resolving complex issues.
Level 2 - Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Apply standard processes to evaluate issues. • Coordinate teams for reviewing issues and develop recommended solutions for individual systems or departments. • Participate in development of methodologies for individual systems or departments.
Level 1 - Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Communicate issue status and recommend corrective actions. • Implements solutions by following prepared instructions or processes. • Coordinate support staff members to resolve isolated technical issues.

How individuals may gain experience in this competency:

- Keep apprised of current and future technology and apply best practices internally
- Help colleagues solve technology or project challenges
- Complete certification for Lean/Six Sigma
- Complete certification for Project Management

BUSINESS ACUMEN

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

IDENTIFIED AS CRITICAL COMPETENCY

Leveraging Technology - Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - High	- Demonstrates expert level in the competency - Applies the competency in exceptionally difficult situations - Serves as a key resource and advises others	- Prioritizes and approves college investment in information technology (IT) applications and systems - Identifies IT system shortcomings, researches options, and advocates a redesign and restructure of the process to implement new system - Reforms infrastructure and develops innovative IT business systems by leveraging expert IT knowledge and sharing information with staff - Improves ability of the college to gather and act on data from stakeholders by using online surveys and related IT tools - Improves the college's productivity by expanding the use of existing IT applications for use by clients and staff
Level 2 – Average	- Demonstrates proficient level in the competency - Applies the competency in difficult situations - Requires occasional guidance	- Applies technical knowledge of IT system to ensure access to, and security of, the system - Uses IT knowledge to streamline data collection processes and increase output - Develops automated system formulas to calculate costs - Manages the implementation of a new electronic processing system in the college
Level 1 - Entry	- Demonstrates entry/basic level in the competency - Applies the competency in the simplest situations - Requires close and extensive guidance	- Researches information technology systems to meet specific program needs - Adapts processes to keep pace with new technological developments - Determines specifications for a new technology system - Promotes IT best practices by disseminating information and reinforcing it.

How individuals may gain experience in this competency:

- Complete a degree in information technology or related field
- Complete applicable certifications for software or programs
- Research best practices and trends to apply internally
- Time on the job and cross training with other teams

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	Proficiency Level Illustrations
Level 3 - High	• Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Interacts with groups with opposing viewpoints while conducting the college's work • Is consistently open and approachable when resolving highly sensitive and complex issues • Treats individuals from all levels of the college with courtesy and sensitivity • Meets with staff and listens to their perspective on organizational policies and procedures
Level 2 – Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Makes self accessible to employees at all levels • Corrects employee mistakes in a courteous manner
Level 1 - Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Shows employees empathy and respect • Welcomes new employees into organization by explaining mission and agency goals • Interacts with co-workers in a tactful manner • Responds to employee inquiries

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

Oral Communication - Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.		
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - High	• Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Presents complex information articulately when meeting with college or CCCS leadership regarding a high-visibility issue • Communicates sensitive information of broad organizational impact on topics without precedence • Conducts presentations and briefings for executive leadership • Presents, explains, and defends college positions and proposals to staff and stakeholders
Level 2 – Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Communicates with executive leadership regarding necessary actions and suggested approaches to accomplish institutional objectives • Conveys information clearly and concisely to ensure staff or team members remain focused on agenda items • Explains benefits to stakeholders to gain acceptance of programmatic change • Presents information, analyses, and recommendations to officials and stakeholders
Level 1- Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Communicates effectively with staff by conducting regular meetings to discuss initiatives and current events • Explains and clarifies policy to affected parties • Provides status updates to management team during quarterly division meeting • Communicates agency goals and initiatives to staff in a clear and concise manner • Communicates information regarding organizational changes to staff • Updates supervisors on project status • Listens actively to staff ideas and concerns regarding work-related issues

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 IT 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	Proficiency Level Illustrations
Level 3 - High	• Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Promotes a climate of openness and honesty and does not penalize responsible dissent • Does not acquiesce to inappropriate personal requests for favors, political pressure, or promise of gain • Displays fortitude to support ethical actions that may negatively impact self or stakeholders • Instills a climate of trust by admitting own mistakes and taking responsibility for one's actions • Discusses potential ethical problems and wrong- doing with employees and responds appropriately
Level 2 - Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Communicates honestly with employees regarding potential changes affecting the organization to ensure staff are treated fairly • Investigates issues and takes corrective action, as appropriate
Level 1 - Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Provides staff with accurate information about the vision of the agency and outlines changes in an upfront manner • Remains fair and objective when determining skill set needed for projects to select effective team members • Establishes open and honest communication with employees • Addresses concerns with employee behavior in a confidential and respectful manner

How individuals may gain experience in this competency:

• Modeling, mentoring and facilitating the same among others.

IDENTIFIED AS CRITICAL COMPETENCY

Written Communication - Writes in a clear, concise, organized, and convincing manner for the intended audience.		
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - High	• Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Writes and reviews guidelines/policies to be made available to across CCCS • Writes objectives for use by college and/or system leadership • Writes complex technical reports using clear terminology and a concise format for use college and/or system leadership • Reviews technical reports, edits materials, and provides suggestions to improve clarity while ensuring documents are targeted to the intended audience
Level 2 - Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Develops documents outlining department and goals for use by the college • Writes guidelines to be used across the college • Prepares and delivers presentations to college leadership
Level 1 - Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Writes daily briefs or guidelines to ensure employees are provided with updated information • Drafts checklist to track project status

How individuals may gain experience in this competency:

- Write every day
- Keep a journal
- Read
- Ask others for feedback on written communication
- Write procedures or guidelines for non-technical audiences

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	Proficiency Level Illustrations
Level 3 - High	• Demonstrates expert level in the competency • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others	• Develops innovative customer service initiative which significantly improves quality and enhances customer satisfaction • Implements organization-wide customer service initiative to raise employee skill levels to improve customer service • Anticipates growing customer needs and expectations to continuously improve product development and service delivery • Creates work group consisting of stakeholders and neutral parties to develop solutions to customer service barriers
Level 2 - Average	• Demonstrates proficient level in the competency • Applies the competency in difficult situations • Requires occasional guidance	• Designs and implements guidelines to improve products and services • Develops customer satisfaction surveys, analyzes results, and makes necessary improvements • Addresses customer service deficiencies by involving employees to identify solutions
Level 1 - Entry	• Demonstrates entry/basic level in the competency • Applies the competency in the simplest situations • Requires close and extensive guidance	• Develops guides and user manuals for customers • Ensures products and services comply with customer requirements • Streamlines procedures based on customer feedback • Addresses customer questions in a timely manner

How individuals may gain experience in this competency:

- Work the help 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
- Seek feedback from customers with whom you have worked with and listen for opportunities to improve