



COLORADO

COMMUNITY COLLEGE SYSTEM

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

Table of Contents

- OVERVIEW 1
- CAREER PATH 2
- BEHAVIORAL ANCHORS 3
- LEADING CHANGE 4
 - Flexibility 4
 - Resilience 5
- LEADING PEOPLE 6
 - Diversity Competence 6
 - Team Building 8
- RESULTS DRIVEN 9
 - Accountability 9
 - Problem Solving 10
- FUNDAMENTAL COMPETENCIES 11
 - Interpersonal Skills 11
 - Oral Communication 13
 - Integrity/Honesty 14
 - Written Communication 15
 - Customer Service 16

OVERVIEW

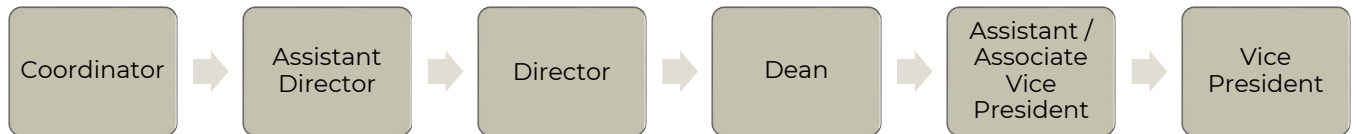
In response to the 2015-2025 strategic plan, a CCCS Succession Planning Team was established with a charge to complete a succession planning process for CCCS leadership. Five areas of functional leaders were identified for inclusion in this process: Chief Business Officers, Vice Presidents of Academic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

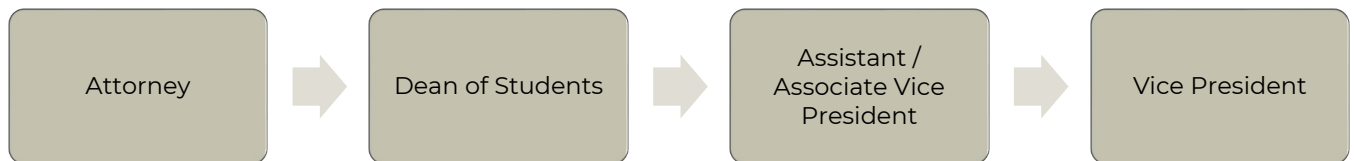
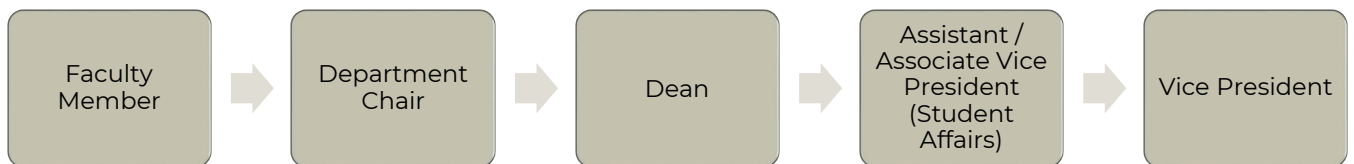
The information in this document was designed for use during selection processes, performance evaluation, and leadership development. Individuals aspiring to leadership positions can use this information to guide their development to better prepare for future opportunities.

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 Student Affairs.



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

- Director/Executive Director level
- Dean of Students or Dean of Enrollment Management
- Assistant/Associate Vice President

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

- Enrollment (admissions, recruitment, advising, financial aid)
- Student Rights and Responsibilities
- Programming (Orientation, Student Life)

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"> • Effectively develop and manage human resources, facilities, policies, procedures, processes, and materials • Identify the pros and cons of various staffing patterns, supporting job descriptions and work process configurations related to one's work setting
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"> • Adapt to situation-appropriate communication strategies that effectively communicate with various group
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"> • Anticipate how future needs of students, the unit, or the division may affect staffing levels or structures and make proactive adjustments to meet those needs

How individuals may gain experience in this competency:

- Serve on cross-functional committees.
- Serve in leadership roles.
- Participate in professional development activities and professional organizations.

IDENTIFIED AS SECOND TIER 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"> • Treating all people with respect and equity, even when under pressure. • Self-Awareness—the ability to identify one’s own thoughts, emotions and behaviors. • Self-Regulation—being able to regulate one’s thoughts, actions, and emotions. • Optimism—being able to remain realistic and maintain hope even when things seem to be going wrong. Possessing confidence in one’s self. • Mental Agility—the ability to think flexibly and take in other perspectives and views on adversity. Mental agility allows one to recognize that they can problem-solve in different ways. • Connection—the competency of having strong relationships, supporting others, and having positive and effective communication skills.
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"> • Demonstrating patience, tenacity and resourcefulness when seeking information to satisfy a request or complete a project. Maintaining a calm disposition. • Projecting credibility and poise under difficult conditions. • Viewing failures and mistakes as an opportunity to learn.
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"> • Keeping team members calm and focused in uncertain or complicated situations. • Seeing issues and problems through to completion.

How individuals may gain experience in this competency:

- Participate in 360 performance evaluations for feedback.
- Serve in leadership roles and develop professional leadership connections.
- Participate in professional development activities and professional organizations.
- Serve on campus crisis response team.
- Engage with student leadership.
- Be a student club advisor.

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 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 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"> • Ensure that policies and practices represent the needs of all people • Advocate for diversity and social justice values in the mission, goals, and programs of the division, and the institution • Create ongoing strategic plans for the continued development of initiatives and practices of diversity throughout the division and the institution • Foster and promote an institutional culture that supports the free and open exchange of ideas and beliefs, and addresses and identifies issues of privilege and power • Ensure that resources are distributed equitably and adequately to meet the needs of all campus communities • Take responsibility for the institution's role in perpetuating discrimination and oppression • Create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices
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"> • Assess the effectiveness of the institution in addressing issues of diversity and social justice, and addressing barriers that may exist • Strive for continued diversification in the Student Affairs workforce • Provide opportunities for inclusive and diverse professional development • Effectively address bias incidents that impact campus communities

<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"> • Connect and build meaningful relationships with others while recognizing the multiple, intersecting identities, perspectives, and developmental differences people hold • Engage in critical reflection in order to identify one's own prejudices and biases • Articulate a foundational understanding of diversity, social justice, and inclusion within the context of higher education and student affairs
----------------------------	--	---

How individuals may gain experience in this competency:

- Attend diversity trainings.
- Facilitate diversity trainings.
- Sponsor diversity activities/initiatives.
- Serve in leadership roles.
- Be a student club advisor.
- Engage with student leadership.
- Attend campus events.
- Participate and promote continuous improvement.

IDENTIFIED AS SECOND TIER 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"> • Build mission-driven, cohesive teams • Assess and improve the effectiveness of collaborative initiatives and teambuilding efforts • Broadcast team's successes, crediting and honoring the whole group
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"> • Promote and facilitate collaborative initiatives and teambuilding efforts • Recognize the interdependence of members within the division and the institution • Conduct effective teambuilding exercises to deepen connection and develop a better understanding of communication or style differences
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"> • Identify the basic fundamentals of teamwork and teambuilding • Demonstrate ability to organize people into teams

How individuals may gain experience in this competency:

- Participate in 360 performance evaluations for feedback.
- Participate/lead team building exercises.
- Serve in leadership roles requiring oversight of staff responsible for delivery of services.
- Attend campus events.
- Participate and promote continuous improvement.

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>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.</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"> • Demonstrate responsible campus citizenship and participation in the campus community • Be able to model the principles of the profession and expect the same from colleagues and supervisees
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"> • Participate in opportunities to identify and incorporate emerging values of the profession into one's professional practice • Actively engage and lead in service and leadership within the profession and in student affairs professional associations
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"> • Demonstrate visionary- and forward-thinking in the work of the student affairs profession.

How individuals may gain experience in this competency:

- Participate in 360 performance evaluations for feedback.
- 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

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"> • Demonstrates visionary thinking in work of student affairs/student services; • Anticipates future needs of institution, staff and students; • Ability to identify and understand history, character and cultures of the institution
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"> • Proactively addresses challenges related to individual and institutional politics • Assesses level of personal and institutional risk in carrying out work; • Advocates for staff; Develops appropriate alliances as a means to effectively and efficiently complete work assignments; • Uses technological resources with respect to maximize the efficiency and effectiveness of work
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"> • Regularly assesses effectiveness of the division; • Effectively resolves conflict within the unit and among unit members and others in a timely manner; • Embraces responsibility for the unit; • Demonstrates familiarity in basic tenets of supervision and possible application of these supervision techniques

How individuals may gain experience in this competency:

- Participate in 360 performance evaluations for feedback.
- Serve in leadership roles.
- Share your goals, discuss goals transparently.
- Engage with colleagues in supportive professional manner.
- Participate and promote continuous improvement.
- Participate in and support institutional planning goals.

FUNDAMENTAL COMPETENCIES

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

IDENTIFIED AS SECOND TIER 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"> • Capacity for listening, addressing group dynamics, managing conflict and working collaboratively across college community; • Develops appropriate alliances as a means to effectively and efficiently complete work assignments; • Ability to facilitate consensus when appropriate; • Leads others to contribute; • Serves as a role model for integrity; • Demonstrates awareness of others and seeks to engage with colleagues; • Participates in the governance system of the institution; • Effectively intervenes with employees in regard to morale, behavioral expectations, conflict, and performance issues; • Supervisory experience.
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"> • Establishes systems for mentoring; • Capable of developing strong working relationships with students, faculty, staff and community members;
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"> • Self-awareness/ awareness of strengths and weaknesses; • Advocates for staff; Understands and advocates for needs of diverse populations; • Possesses ability to motivate staff; • Ability to lead others within the scope of one's position; • Ability to build networks in organizations; • Effectively manages human resources;

How individuals may gain experience in this competency:

- Participate in 360 performance evaluations for feedback.
- Serve in leadership roles and develop professional leadership connections.
- Participate in professional development activities and professional organizations.
- Serve on System and college committees.
- Lead meetings or a project for your department or the institution.

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 clearly convey ideas to others; • Ability to determine if messages were congruent with intended outcome; • Ability to adapt communication style and strategy to audience; • Awareness of needs of all people;
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"> • Communicates with others using effective verbal and non-verbal strategies appropriate to the situation; • Ability to translate and articulate vision, plans and activities to diverse audiences; • Develops liaisons with community.
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 appropriate medium depending on information being communicated;

How individuals may gain experience in this competency:

- Serve in leadership roles requiring communication with administration, staff and students.
- Participate in professional development activities and with professional organizations.
- Serve on committees with professional organizations, at System level and at college.

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"> • Serve as model and mentor for others in their search for excellence, taking measures to encourage and inspire exceptional work in self and others • Evolve personal beliefs and commitments in a way that is true to one's internal voice while recognizing the contributions of important others (e.g., self, peers, family, or one or more larger communities)
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"> • Serve as a role model for integrity through sharing personal experiences and nurturing others' competency in this area
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"> • Actively support the ethical development of other professionals by developing and supporting an ethical organizational culture within the workplace

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	<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"> • Submit articles for publication • Lead/participate in creating institution's strategic plan.
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"> • Create a strategic plan for yourself, your division
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"> • Partner with someone to get an article published • Volunteer to be a reviewer

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 SECOND TIER 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	<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"> • Attentiveness • Clear Communication • Positive language • Intuitiveness • Persuasion Skills • Tenacity • Closing Ability
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"> • Patience • Knowledge of the topic • Time Management • Goal Oriented • Empathy
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"> • Calming presence • Ability to handle surprises • Willingness to learn

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.