Salt Lake Community College Step Ahead.

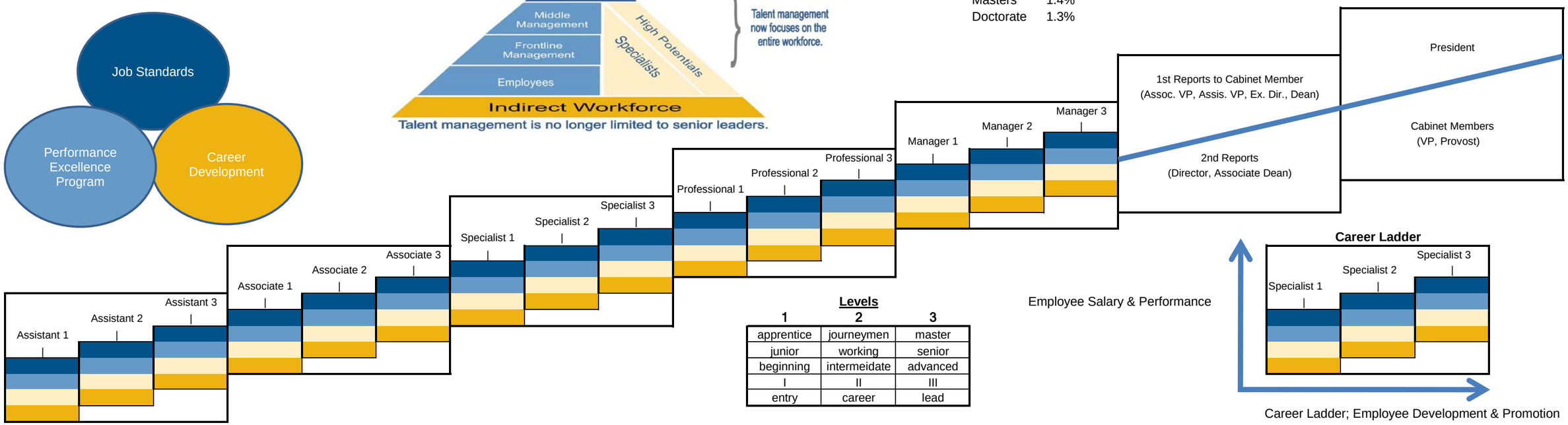
Career Ladder & Job Families

Recruitment & Retention

Year 2013-14
Date 1/1/14
Subject to Change

Education of Utah (% of Population)

Bachelors	25.3%
Masters	1.4%
Doctorate	1.3%



Levels

1	2	3
apprentice	journeymen	master
junior	working	senior
beginning	intermeidate	advanced
I	II	III
entry	career	lead

Employee Salary & Performance

Career Ladder; Employee Development & Promotion

	Classified Staff - FLSA Non-Exempt - Staff Association *Jobs are experiential based, trade off experience and education*									Classified Staff - FLSA Exempt - Staff Asscoiation *Jobs are educationally based, trade off additional education for experience*						Administrators - FLSA Exempt
Min Ed. Experience	HS 0-1	HS 1-3	HS 3-5+	HS 0-1	HS 1-3	HS 3-5+	AS 0-2	AS 2-4	AS 4-6+	BA 0-2	BA 2-4	BA 4-6+	BA 0-3	BA 3-5	BA 5-7+	Bachelors/Masters/Doctorate 5+
Current Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
74%	$18,944	$19,795	$20,828	$21,984	$23,259	$24,778	$26,540	$28,605	$30,489	$32,798	$35,410	$37,780	$41,122	$44,705	$48,108	Salary negotiable, based upon education and experience
106% of 74%	$20,081	$20,983	$22,078	$23,303	$24,654	$26,264	$28,132	$30,321	$32,318	$34,766	$37,535	$40,047	$43,589	$47,388	$50,995	
80%	*$20,480*	*$21,401*	*$22,517*	*$23,766*	*$25,145*	*$26,787*	*$28,692*	*$30,924*	*$32,961*	*$35,457*	*$38,281*	*$40,843*	*$44,456*	*$48,330*	*$52,009*	
90%	*$23,041*	*$24,076*	*$25,332*	*$26,737*	*$28,288*	*$30,135*	*$32,278*	*$34,790*	*$37,081*	*$39,889*	*$43,066*	*$45,949*	*$50,013*	*$54,371*	*$58,510*	
100%	***$25,601***	***$26,751***	***$28,146***	***$29,707***	***$31,431***	***$33,483***	***$35,865***	***$38,655***	***$41,201***	***$44,321***	***$47,851***	***$51,054***	***$55,570***	***$60,413***	***$65,011***	
110%	*$28,161*	*$29,426*	*$30,961*	*$32,678*	*$34,574*	*$36,832*	*$39,451*	*$42,521*	*$45,321*	*$48,753*	*$52,637*	*$56,159*	*$61,127*	*$66,454*	*$71,512*	
120%	$30,721	$32,101	$33,776	$35,649	$37,717	$40,180	$43,038	$46,386	$49,441	$53,185	$57,422	$61,265	$66,684	$72,495	$78,013	

100% = Market Control Point

Level 1: *follow*	Level 2: *assist*	Level 3: *apply*	Level 4: *enable, advise*	Level 5: *ensure, manage*	Level 6: *initiate, influence*	Level 7: *set strategy, inspire, mobilise*
Autonomy	**Autonomy**	**Autonomy**	**Autonomy**	**Autonomy**	**Autonomy**	**Autonomy**
Works under close supervision. Uses little discretion. Expected to seek guidance in unexpected situations.	Works under routine supervision. Uses minor discretion in resolving problems or enquiries. Works without frequent reference to others.	Works under general supervision. Uses discretion in identifying and resolving complex problems and assignments. Specific instruction is usually given and work is reviewed at frequent milestones. Determines when problems should be escalated to a higher level.	Works under general direction within a clear framework of accountability. Substantial personal responsibility and autonomy. Plans own work, to meet given objectives and processes.	Works under broad direction. Full accountability for own technical work or project/supervisory responsibilities. Receives assignments in the form of objectives. Establishes own milestones, team objectives and delegates assignments. Work is often self-initiated.	Has defined authority and responsibility for a significant area of work, including technical, financial and quality aspects. Establishes organizational objectives and delegates assignments. Accountable for actions and decisions taken by self and subordinates.	Has authority and responsibility for all aspects of a significant area of work, including policy formation and application. Is held fully accountable for actions taken and decisions made, both by self and subordinates.

Influence	Influence	Influence	Influence	Influence	Influence	Influence
Interacts with department.	Interacts with and may influence department. May have some external contact with customers. May have more influence in own domain.	Interacts with and influences department/project team members. Frequent external contact with customers. In predictable and structured areas may supervise others. Decisions may impact work assigned to individual/phases of project.	Influences team, and specialist peers internally. Influences customers at account level. Some responsibility for work of others and allocation of resources. Participates in external activities related to specialization. Decisions influence success of projects and team objectives.	Influences organization, customers, and peers within industry on contribution of specialization. Significant responsibility for the work of others and for the allocation of resources. Decisions impact on success of assigned projects i.e. results, deadlines and budget. Develops business relationships with customers. Trains, manages performance, and development of employees.	Influences policy formation on contribution of specialization to business objectives. Influences significant part of own organization and influences customer or suppliers and industry at senior management level. Decisions impact work of employing organizations, achievement of organizational objectives and financial performance. Develops high-level relationships with customers, suppliers and industry leaders.	Decisions critical to organizational success. Influences developments within information systems industry at highest levels. Advances exploitation of information systems within one or more organizations and/or the advancement of knowledge. Develops long-term strategic relationships with customers and industry leaders.
Complexity	**Complexity**	**Complexity**	**Complexity**	**Complexity**	**Complexity**	**Complexity**
Performs routine activities in a structured environment. Requires assistance in resolving unexpected problems.	Performs range of varied work activities in variety of structured environments.	Broad range of work, sometimes complex and non routine, in variety of environments.	Broad range of complex technical or professional work activities, in a variety of contexts.	Challenging range and variety of complex technical or professional work activities. Work requires application of fundamental principles in a wide and often unpredictable range of contexts. Understands relationship between specialism and wider customer/ organizational requirements.	Highly complex work activities covering technical, financial and quality aspects and contributing to formulation of strategy. Work involves creative application of wide range of technical and/or management principles.	Leads on formulation and application of strategy. Work involves application of highest level management and leadership skills. Has deep understanding of information systems industry and emerging technologies and implications for the wider business environment.
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Uses basic information systems and technology functions, applications, and processes. Demonstrates an organized approach to work. Capable of learning new skills and applying newly acquired knowledge. Basic oral and written communication skills. Contributes to identifying own development opportunities.	Understands and uses appropriate methods tools and applications. Demonstrates a rational and organized approach to work. Awareness of health and safety issues. Identifies and negotiates own development opportunities. Sufficient communication skills for effective dialogue with colleagues. Able to work in a team. Able to plan, schedule and monitor own work within short time horizons. Can absorb technical information when it is presented systematically and apply it effectively.	Understands and uses appropriate methods tools and applications. Demonstrates analytical and systematic approach to problem solving. Takes initiative in identifying and negotiating appropriate development opportunities. Demonstrates effective communication skills. Contributes fully to the work of teams. Can plan, schedule and monitor own work (and that of others where applicable) competently within limited time horizons. Is able to absorb and apply new technical information. Is able to work to required standards and to understand and use the appropriate methods, tools and applications. Appreciates wider field of information systems, how own role relates to other roles and to the business of the employer or client.	Selects appropriately from applicable standards, methods, tools, applications and use. Demonstrates analytical and systematic approach to problem solving. Communicates fluently orally and in writing and can present complex technical information to both technical and non-technical audiences. Is able to plan, schedule and monitor work activities in order to meet time and quality targets and in accordance. Is able to absorb rapidly new technical information and apply it effectively. Good appreciation of wider field of specialization, its use in relevant employment areas and how it relates to the business activities of the College. Maintains awareness of developing technologies and their application and takes responsibility for personal development.	Advises on available standards, methods, tools and applications in own area of specialization and makes correct choices from alternatives. Can analyse, diagnose, design, plan, execute and evaluate work to time, cost and quality targets. Communicates effectively, formally and informally, with colleagues, subordinates and customers. Demonstrates leadership. Clearly understands relationships between own area of responsibility/specialization to the organization, takes customer requirements into account when making proposals. Takes initiative to keep skills up to date. Maintains awareness of developments in the industry. Can analyse requirements and advises others on scope and options for operational improvement. Demonstrates creativity and innovation in applying solutions.	Can absorb complex technical information and communicate effectively at all levels to both technical and non-technical audiences. Is able to assess and evaluate risk and to understand the implications of new technologies. Demonstrates clear leadership skills and the ability to influence and persuade. Has a broad understanding of all aspects of systems and deep understanding of area(s) of specialization. Understands and communicates the role and impact of information systems in the College. Takes initiative to keep both own and subordinates' skills up to date and to maintain awareness of developments in the profession.	Full range of strategic management and leadership skills. Understands, explains and presents complex technical ideas to both technical and non-technical audiences at all levels up to the highest in a persuasive and convincing manner. Has a broad and deep knowledge coupled with equivalent knowledge of the activities of those businesses and other organizations who use and exploit information systems. Is able to understand and communicate the potential impact of emerging technologies on organizations and individuals and can analyse the risks of using or not using such technologies. Takes initiative to keep both own and subordinates' skills up to date and to maintain awareness of developments in the industry and, in own area(s) of expertise.

Federal Standard Occupational Classificaiton (SOC)

Executive/Senior Level Officials and Managers. Individuals who plan, direct and formulate policies, set strategy and provide the overall direction of enterprises/organizations for the development and delivery of products or services, within the parameters approved by boards of directors or other governing bodies. Residing in the highest levels of organizations, these executives plan, direct or coordinate activities with the support of subordinate executives and staff managers. They include, in larger organizations, those individuals within two reporting levels of the CEO, whose responsibilities require frequent interaction with the CEO. Examples of these kinds of managers are: chief executive officers, chief operating officers, chief financial officers, line of business heads, presidents or executive vice presidents of functional areas or operating groups, chief information officers, chief human resources officers, chief marketing officers, chief legal officers, management directors and managing partners.

First/Mid Level Officials and Managers. Individuals who serve as managers, other than those who serve as Executive/Senior Level Officials and Managers, including those who oversee and direct the delivery of products, services or functions at group, regional or divisional levels of organizations. These managers receive directions from the Executive/Senior Level management and typically lead major business units. They implement policies, programs and directives of executive/senior management through subordinate managers and within the parameters set by Executive/Senior Level management. Examples of these kinds of managers are: vice presidents and directors, group, regional or divisional controllers; treasurers; human resources, information systems, marketing, and operations managers. The First/Mid Level Officials and Managers subcategory also includes those who report directly to middle managers. These individuals serve at functional, line of business segment or branch levels and are responsible for directing and executing the day-to-day operational objectives of enterprises/organizations, conveying the directions of higher level officials and managers to subordinate personnel and, in some instances, directly supervising the activities of exempt and non-exempt personnel. Examples of these kinds of managers are: first-line managers; team managers; unit managers; operations and production mangers; branch managers; administrative services managers; purchasing and transportation managers; storage and distribution managers; call center or customer service managers; technical support managers; and brand or product mangers.

Professionals. Most jobs in this category require bachelor and graduate degrees, and/or professional certification. Examples of these kinds of positions include: accountants and auditors; airplane pilots and flight engineers; architects; artists; chemists; computer programmers; designers; dieticians; editors; engineers; lawyers; librarians; mathematical scientists; natural scientists; registered nurses; physical scientists; physicians and surgeons; social scientists; teachers; and surveyors.

Technicians. Jobs in this category include activities that require applied scientific skills, usually obtained by post secondary education of varying lengths, depending on the particular occupation, recognizing that in some instances additional training, certification, or comparable experience is required. Examples of these types of positions include: drafters; emergency medical technicians; chemical technicians; and broadcast and sound engineering technicians.

Sales Workers. These jobs include non-managerial activities that wholly and primarily involve direct sales. Examples of these types of positions include: advertising sales agents; insurance sales agents; real estate brokers and sales agents; wholesale sales representatives; securities, commodities, and financial services sales agents; telemarketers; demonstrators; retail salespersons; counter and rental clerks; and cashiers.

Administrative Support Workers. These jobs involve non-managerial tasks providing administrative and support assistance, primarily in office settings. Examples of these types of positions include: office and administrative support workers; bookkeeping; accounting and auditing clerks; cargo and freight agents; dispatchers; couriers; data entry keyers; computer operators; shipping, receiving and traffic clerks; word processors and typists; proofreaders; desktop publishers; and general office clerks.

Craft Workers(formerly Craft Workers (Skilled)). Most jobs in this category includes higher skilled occupations in construction (building trades craft workers and their formal apprentices) and natural resource extraction workers. Examples of these types of positions include: boilermakers; brick and stone masons; carpenters; electricians; painters (both construction and maintenance); glaziers; pipelayers, plumbers, pipefitters and steamfitters; plasterers; roofers; elevator installers; earth drillers; derrick operators; oil and gas rotary drill operators; and blasters and explosive workers. This category also includes occupations related to the installation, maintenance and part replacement of equipment, machines and tools, such as: automotive mechanics; aircraft mechanics; and electric and electronic equipment repairers. This category also includes some production occupations that are distinguished by the high degree of skill and precision required to perform them, based on clearly defined task specifications, such as: millwrights; etchers and engravers; tool and die makers; and pattern makers.

Operatives (formerly Operatives (Semi-skilled)). Most jobs in this category include intermediate skilled occupations and include workers who operate machines or factory-related processing equipment. Most of these occupations do not usually require more than several months of training. Examples include: textile machine workers; laundry and dry cleaning workers; photographic process workers; weaving machine operators; electrical and electronic equipment assemblers; semiconductor processors; testers, graders and sorters; bakers; and butchers and other meat, poultry and fish processing workers. This category also includes occupations of generally intermediate skill levels that are concerned with operating and controlling equipment to facilitate the movement of people or materials, such as: bridge and lock tenders; truck, bus or taxi drivers; industrial truck and tractor (forklift) operators; parking lot attendants; sailors; conveyor operators; and hand packers and packagers.

Laborers and Helpers(formerly Laborers (Unskilled)). Jobs in this category include workers with more limited skills who require only brief training to perform tasks that require little or no independent judgment. Examples include: production and construction worker helpers; vehicle and equipment cleaners; laborers; freight, stock and material movers; service station attendants; construction laborers; refuse and recyclable materials collectors; septic tank servicers; and sewer pipe cleaners.

Service Workers. Jobs in this category include food service, cleaning service, personal service, and protective service activities. Skill may be acquired through formal training, job-related training or direct experience. Examples of food service positions include: cooks; bartenders; and other food service workers. Examples of personal service positions include: medical assistants and other healthcare support positions; hairdressers; ushers; and transportation attendants. Examples of cleaning service positions include: cleaners; janitors; and porters. Examples of protective service positions include: transit and railroad police and fire fighters; guards; private detectives and investigators.

Bureau of Labor Stastics

Features:

Ranges: HR determines based upon market data
Classification Spes. & Titles: HR determines, input from department
Job Descriptions: Department determines duties, gains approval through PARS
Salary Management: Department determines in collaboration with equity, Policy, & HR

Promotions

Competitive Promotion: From one Job Family to another (by hiring procedure)
Post to all or internal first, or combined?
Example: Manager to Director
Career Ladder Promition: Within job family for employee (by advancement application)
Example: Manager I to Manager II
In-grade Promotion: Within individual range (by procedure)
Example: Manager I recieves a salary adjustment

Salary Factors

promotions	salary freezes	reassignments
career mobility	length of service	disciplinary actions
merit	leaves of absence	timing of job changes
base increases	interrupted service	equity

Individual Quartile Management

110%-120%	Distinguished
100%-110%	Commendable
90%-100%	Competent
80%-90%	New or marginal

Employee Performance, Experience, and Time

Six steps to better engagement and motivation

1 ensure that there is a clearly communicated link between performance and rewards within the organization
2 ensure that there is proper differentiation in performance ratings between employees
3 root out bad business practices, such as unnecessary work and duplication, that can adversely affect employee enablement
4 put the right people in the right jobs by focusing on job sizing and the kind of person that best fits the role
5 monitor and improve the work climate within the organization by ensuring that leaders have the right competencies and management styles to motivate employees
6 focus on non-monetary rewards such as career growth opportunities, development, and recognition programs

Level Descriptors within Job Famlies

Entry/Developing Level - key words “entry” or “developing”; paid to do productive, active work; some amount of additional deepening and broadening of their knowledge base is expected.

Career/Journey Level - key words “journey” or “fully qualified”; minimal supervision required; has complete job knowledge; fully understands the routine; knows enough to work independently; asks for help on a limited basis; incumbent may stay in this job indefinitely with acceptable performance ratings and work

Senior/Lead Level - key word “seasoned”; beyond career level; incumbent has begun to specialize by product, industry or region; may provide some work direction as a team leader.

Position Descriptors

Director - A Director is a manager of managers. They may be responsible for multiple departments or a single large department. Develops strategic organizational policies and authorizes implementation of same. Responsible for the strategic

Rollout

Phase 1	*Phase 2*	*Phase 3*	*Phase 4*
Skilled Craft Family	**Marketing/Community Relations Family**	**Administrative Support Family**	**Managerial Family**
Carpenter	Development Officers	Secretarial	Manager
Cabinet Maker	Planned Giving Officers	Administrative Assistant	Director
Plumber	Annual Giving Officers	Technicians (Associates)	Coordinator
Electrician	Marketing Coordination	Specialists	Professionals
Locksmith	Graphics Design	Office Clerk	
HVAC			
Painter		**Academic Support Family**	
	Human Resources Family	Lab Coordinators	**IT Family**
	Compensation	Principle investigators	Database Administrators
Fiscal Services Family	Employment	Distance Ed. developers	Network Analysts
Accounting Assistants	Benefits	IR Analysts	PC Technicians
Accountants	Employee Relations	Concurrent Enrollment Liasons	Programmers
Payroll	Employee Development		
Auditors		**Service and Maintainance Family**	
Purchasing		Groundskeepers	
Budget	**Library Services Family**	Custodians	
	Catalog	Utility Worker	
	Reference	Safety Officer	
Student Support Family	Librarians	Wharehouse	
Advisors	Technicans	Cooks	
Coordinators	Specialists		
Technicians			
Specialists			

Step by Step process for Talent Management Implementation

Day 1

Gathering Information:

1. Current job descriptions *(many of these you will have access to in PARS; if additional job descriptions are needed, discuss with HR)*
2. Review job classification standards from HR

Day 1 -30

Evaluating Organizational Needs:

1. Develop a proposed organization chart; review with HR
2. Discuss the job description with incumbent; make necessary changes
3. Discuss challenges and possible solutions

Day 30 -45

Assessment:

1. Assess the work dynamic within the organization
2. Determine how many levels (maximum of 3) does your department (or department you oversee) need?
3. How many incumbents at each level does your department need to function at its highest capacity?
4. Discuss organizational changes with your supervisor
5. Assess the impact on your department's budget

Day 45

Finalization:

1. Finalize organizational chart
2. Finalize job descriptions; enter into PARS for approvals

Day 45+

Approvals:

1. HR completes evaluation
2. VP / Provost reviews/approves/appeals evaluation
3. Email is sent to supervisor indicating final actions

American Association of Community Colleges
Statement on Competencies for Community College Leaders

direction of the department(s) in accordance with corporate vision. Work prioritization and decisions are important to the overall success of all aspects and phases of the organization. At times, is involved in the complexities of day-to-day operational problems. Ensures that overall budget schedules and performance standards are realistically set and attained. Work involves a broad latitude for decision-making and review of actions through goal attainment.

Manager - A Manager is the person responsible for planning and directing the work of a group of individuals, monitoring their work, and taking corrective action when necessary. Managers may direct workers directly or they may direct several supervisors who direct the workers. Oversees projects and delegated assignments to ensure they are completed on schedule and within budget, and that results meet defined expectations. Defines tasks, selects assignees, negotiates performance parameters and priorities, delegates authorities and accountabilities, supports rigorous problem-solving disciplines, and manages progress. May have the power to hire or fire employees or to promote them.

Exempt professional personnel must satisfy the following duties requirements: Primary duty*

___Work that requires knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study (learned professional designation; or The DOL revised exemption regulations (29 CFR 541.301(d)) state that the phrase “customarily acquired by a prolonged course of specialized intellectual instruction” restricts the learned professional exemption to professions for which specialized academic training is a standard prerequisite for entrance into the profession. ***DOL states that the best prima facie evidence that an employee meets this requirement is possession of the appropriate academic degree. Generally, the employee’s position description should require the employee to possess such a degree. (bold and italics added)***

___Primary duty is work that is original and creative in character in a recognized field of artistic endeavor and the result of which depends primarily on the invention, imagination or talent of the employee (creative professional exemption), or

___Primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge by a person employed and engaged in this activity as a teacher in the educational establishment by which they are employed, or

___Employee who is a holder of a valid license or certificate permitting the practice of law or medicine who is actually engaged in that practice, as well as medical interns or residents holding the requisite degree, **and**

___The work requires the consistent exercise of discretion and judgment in its performance.

Fair Labor Standards Act

The development and availability of well prepared leaders is vital to the continued success of community colleges and their students. Throughout its history, the American Association of Community Colleges (AACC) has made proactive leadership development a central focus of its mission.

Now, that focus takes on even greater urgency as the level of turnover among community college leaders escalates dramatically. For this reason, AACC has worked to delineate a competency framework for today's and tomorrow's college leaders. The framework has wide utility for both individuals and institutions. It helps emerging leaders chart their personal leadership development progress. It provides program developers with curricula guidelines. Institutionally, it informs human resources departments with direction for staff recruitment, hiring, rewards and professional development. This competency framework is intended as a "living document," evolving over time to meet changing human and institutional needs.

In order to appreciate and utilize these competencies, the following must be understood:

Leadership can be learned. While it can be enhanced immeasurably by natural aptitude and experience, supporting leaders with exposure to theory, concepts, cases, guided experiences, and other practical information and learning methodologies is essential.
Many members of the community college community can lead. The competencies will shift in importance depending upon the level of the leader. For example, it is more critical that a president be able to communicate effectively with the board than for a staff assistant to do so. Both, however, can benefit from mastery of the communication competency.
Effective leadership is a combination of effective management and vision. Ideally, acquisition of management skills would precede vision. In reality the two skill sets often develop in tandem and are presented together in this competency framework.
Learning leadership is a life-long process, the movement of which is influenced by personal and career maturity as well as other developmental processes.
The leadership gap can be addressed through a variety of strategies such as college grow-your-own programs, AACC council and university programs, state system programs, residential institutes, coaching, mentoring, on-line and blended approaches. Important considerations that apply to all forms of delivery include sustaining current leaders and developing new ones.

Collaboration - *An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.*

Illustrations:
Embrace and employ the diversity of individuals, cultures, values, ideas and communication styles.
Demonstrate cultural competence relative to a global society.
Catalyze involvement and commitment of students, faculty, staff and community members to work for the common good.
Build and leverage networks and partnerships to advance the mission, vision and goals of the community college.
Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organizations, and others.
Manage conflict and change by building and maintaining productive relationships.
Develop, enhance and sustain teamwork and cooperation.
Facilitate shared problem-solving and decision-making.

Resource Management - *An effective community college leader equitably and ethically sustains people, processes and information as well as physical and financial assets to fulfill the mission, vision and goals of the community college.*

Illustrations:
Ensure accountability in reporting.
Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.
Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state and national policies.
Take an entrepreneurial stance in seeking ethical alternative funding sources.
Implement financial strategies to support programs, services, staff and facilities.
Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.
Employ organizational, time management, planning and delegation skills.
Manage conflict and change in ways that contribute to the long-term viability of the organization.

Communication - *An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.*

Illustrations:
Articulate and champion shared mission, vision and values to internal and external audiences, appropriately matching message to audience.
Disseminate and support policies and strategies.
Create and maintain open communications regarding resources, priorities and expectations.
Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.
Listen actively to understand, comprehend, analyze, engage and act.
Project confidence and respond responsibly and tactfully.

Organizational Strategy - *An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students and sustains the community college mission, based on knowledge of the organization, its environment and future trends.*

Illustrations:
Assess, develop, implement and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.
Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions and plan strategically.
Use a systems perspective to assess and respond to the culture of the organization; to changing demographics; and to the economic, political, and public health needs of students and the community.
Develop a positive environment that supports innovation, teamwork and successful outcomes.
Maintain and grow college personnel and fiscal resources and assets.
Align organizational mission, structures and resources with the college master plan.

Professionalism - *An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.*

Illustrations:
Demonstrate transformational leadership through authenticity, creativity and vision.
Understand and endorse the history, philosophy and culture of the community college.
Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation.
Support lifelong learning for self and others.
Manage stress through self-care, balance, adaptability, flexibility and humor.
Demonstrate the courage to take risks, make difficult decisions and accept responsibility.
Understand the impact of perceptions, world views and emotions on self and others.
Promote and maintain high standards for personal and organizational integrity, honesty and respect for people.
Use influence and power wisely in facilitating the teaching- learning process and the exchange of knowledge.
Weigh short-term and long-term goals in decision-making.
Contribute to the profession through professional development programs, professional organizational leadership and research/publication.

Community College Advocacy - *An effective community college leader understands, commits to and advocates for the mission, vision and goals of the community college.*

Illustrations:
Value and promote diversity, inclusion, equity and academic excellence.
Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.
Promote equity, open access, teaching, learning and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.
Advocate the community college mission to all constituents and empower them to do the same.
Advance life-long learning and support a learner-centered and learning-centered environment.
Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.