

**COMPETENCY MODEL FOR
ART CURATOR (2016)
CLASS CODE 2248**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **ART CURATOR**. (Numbers refers to the order of competencies in the Competency Bank.)

3. Judgment and Decision Making

17. Innovation

20. Job Knowledge

28. Supervision

35. Teamwork

47. Written Communication

49. Project Management

55. Community Relations

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized*, **bolded**, and underlined), examples of behavioral indicators, and satisfactory and superior performance levels.

- 3. JUDGMENT AND DECISION MAKING** – Accurately assesses situations, seeks new information if necessary, and applies all available information to reach sound conclusions/formulate effective response.

Level of Competency Required by Job:

- Level 1: Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).
- Level 2: General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.
- Level 3: **Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.**

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Effectively responds to atypical situations.
- Asks questions or otherwise obtains additional relevant information to make a decision.
- Formulates a decision and necessary actions based on available facts.
- Correctly infers appropriate response based on information provided and existing policies, personal experience, and/or consultation with others.
- Discusses conclusions/possible responses with others before taking action as necessary.
- Considers impact of decisions on all affected parties.

Performance Levels:

Satisfactory

Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.

Superior

Evaluates new situations accurately to establish an appropriate response or plan of action. Recognizes the impact on all affected parties, as well as the possible ramifications and/or repercussions of setting a precedent.

17. INNOVATION – Seeks out and/or develops drastically different work products or ways of doing work in order to improve services and/or increase productivity.

Level of Competency Required by Job:

- Level 1: Identify different means of doing work or suggest changes in work product that significantly improve productivity, work product, or service provided.
- Level 2: **Re-engineer processes and practices to increase efficiency and/or productivity and/or to improve work product or service.**
- Level 3: Re-conceptualize purpose of function and/or how to achieve it in a way that improves efficiency and effectiveness.

Examples of Behavioral Indicators:

- Notes inefficiencies/unnecessary steps in work processes for elimination.
- Suggests different, more expedient means of doing work.
- Conducts thorough review of work practices to identify possible points of increased efficiency in work flow and/or product/service quality.
- Identifies opportunities to increase breadth or depth of impact.
- Determines/implements novel means of accomplishing work.
- Reconfigures existing resources to improve work flow, work product, or service.

Performance Levels:

Satisfactory

Maintains constant awareness of ways to improve quantity and quality of work. Identifies and is willing to suggest changes no matter how radical a departure from current practice

Superior

Deliberately seeks out or develops new and improved ways of doing work and/or alteration of/addition to current work product or service to vastly improve organizational performance and the “bottom line.”

20. JOB KNOWLEDGE – Knows information required to perform a specific job. Includes both widely available courses of study (for example, chemistry, human resources management, graphic arts) and City-specific information (parking regulation and ticketing practices; purchasing procedures; provisions of the City Charter).

Level of Competency Required by Job:

- Level 1: Knowledge is concrete, factual, and/or procedural and may be defined by the organization. Situations in which it is applied are quite consistent.
- Level 2: **Knowledge is substantive and may be defined by an external trade, field, or profession. Situations in which it is applied vary and, as such, require breadth and depth of understanding.**
- Level 3: Knowledge is abstract, conceptual, and/or complex and may be supported by a well-defined academic discipline or authoritative sources (e.g., laws, ordinances, government guidelines/regulations/codes). Situations in which it is applied may vary greatly or be novel.

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Answers technical questions about work accurately.
- Asks few technical questions about the performance of routine work activities.
- Offers advice (“coaching”) to new employees regarding their work.
- Develops training programs for other employees.

Performance Levels:

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

Superior

Expertise in technical job information sufficient to serve as a resource to others. May develop training manuals/ programs and/or give internal and/or external presentations related to work.

Job Knowledge Areas

1. Knowledge of art works in various media such as painting, photography, and/or new genres sufficient to evaluate the technical skill and thematic content of said art works and determine the level of quality displayed as well as a work's potential use in museum exhibitions, projects, or programs.
2. Knowledge of media arts (e.g. film making, video and audio recording, and animation), new genres (e.g. installation, performances, and other activities) which explore non-traditional formats and processes and the history and technical skill requirements of visual arts (particularly contemporary) (e.g. painting, sculpture, photography, drawing, printmaking, printing, crafts, and/or new genres) sufficient to provide a context in which the quality and importance of an individual work of art or group of works can be judged.
3. Knowledge of the contemporary art industry and its current trends sufficient to review an artist's resume and exhibition history in a way which critically evaluates characteristics such as commitment to the field, how the artist's work is viewed by others, and the degree to which the individual's work is compatible with current or future exhibition plans.
4. Knowledge of major community resources such as museums, galleries, second spaces, educational institutions (e.g. University of California, Los Angeles, professional organizations such as Museum Educators of Southern California), community (Mujeres del Maize) and civic organizations (e.g., Chamber of Commerce), foundations such as California Community Foundation, and local businesses sufficient to solicit assistance from individuals for exhibits or funding.
5. Knowledge of the fundamentals of exhibition design and planning such as security, lighting, traffic flow, and facilitating the most effective means for increasing viewers' perception, participation, and understanding of the exhibition sufficient to create, organize, and carry out major projects within specified time frames and within budget.
6. Knowledge of art conservation fundamentals such as the effect of light and humidity on oils and photographs in order to recognize damage, preserve works of art on display or in storage, and protect the City from liability.
7. Knowledge of the fundamentals of art handling such as using proper hand protection, the appropriate support and carrying position when moving pieces from place to place, when additional personnel are required for moving pieces, and how to wrap pieces for shipment in order to protect works against damage.

28. SUPERVISION – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

- Level 1:** **Supervises small workgroup of employees performing the same or highly related work.**
- Level 2:** Supervises a larger workgroup of employees performing various types of work.
- Level 3:** Supervises employees including provision of coaching and advice to subordinate supervisors.

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Identifies opportunities to improve performance by changing the goal or personal behavior to reach the goal. Supports changes imposed by others.

- 35. TEAMWORK** – Interacts effectively with others to achieve mutual objectives; readily offers assistance to others to facilitate their goal accomplishment.

Level of Competency Required by Job:

- Level 1: Work effectively as a member of a work unit or project team. Readily offer assistance to others when they have too much work or have too little.
- Level 2: **Work effectively as a team member in which different people have different roles/responsibilities and perspectives. Identify points for collaboration with co-workers; readily offer and request assistance.**
- Level 3: Work effectively as a part of an interdependent team (your work gets done only if the work of the whole team is done; evaluation of team performance is more relevant than individual performance).

Examples of Behavioral Indicators:

- Discusses work-related matters with co-workers.
- Offers and requests assistance readily.
- Offers and is receptive to suggestions.
- Identifies problems with workflow that will prevent team from accomplishing its goals.
- Provides constructive criticism and feedback to team members to improve overall functioning of team.
- Assigns credit to team for accomplishments.

Performance Levels:

Satisfactory

Cooperates with co-workers and fulfills responsibilities as a member of a project team. Maintains a focus on common objectives and offers and requests assistance readily.

Superior

Sees the team as a whole; acknowledges that performance of the team is what in reality is evaluated by others. If anyone fails, everyone on the team fails.

47. WRITTEN COMMUNICATION – Communicates effectively in writing.

Level of Competency Required by Job:

- Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).
- Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.
- Level 3: **Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.**

Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

Performance Levels:

Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.

49. PROJECT MANAGEMENT – Anticipates and plans for all aspects of a multi-faceted, discrete endeavor to ensure resources are available and actions are taken at proper times for successful completion.

Level of Competency Required by Job:

- Level 1: Plan, coordinate, and oversee accomplishment of multi-step projects involving other employees.
- Level 2: **Design, plan, coordinate, and manage large, multi-faceted projects involving employees from various segments of the organization representing different perspectives.**
- Level 3: Design, plan, secure approval and resources, and manages largescale, complex projects involving many employees representing a large number of diverse segments of the organization and perspectives, which may at times be in conflict.

Examples of Behavioral Indicators:

- Establishes project plans that gain management acceptance.
- Establishes realistic timeline and estimates of resources needed.
- Assembles appropriate team with complementary skills to efficiently execute all portions of a project.
- Secures necessary resources for successful project completion.
- Clearly designates roles/responsibilities/accountability.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.

Performance Levels:

Satisfactory

Establishes acceptable project plan; assembles team with required skills; establishes personal responsibility/accountability. Ensures the necessary time and resources are available.

Superior

Designs efficient project plan to maximize benefits and minimize use of resources. Designates precise mix of people to best accomplish the project. Completes on time, with resources allocated.

55. COMMUNITY RELATIONS – Communicates/Interacts with members of the public in a way that elicits positive response and participation

Level of Competency Required by Job:

Level 1: **Interact with members of the public, usually one-on-one, to meet their immediate need.**

Level 2: Interact with several to many members of the public at a time to present information, persuade, solicit input, and/or one-on-one in varied situations, some of which may be likely to arouse hostility.

Level 3: Interact with large segments of the community and/or community leaders in varied situations, some of which involve addressing sensitive issues or in which hostility may arise.

Examples of Behavioral Indicators:

- Speaks in a manner clearly understood by community members.
- Listens actively to what community representatives say and conveys understanding.
- Responds fully and accurately to questions raised.
- Effectively addresses the issues/resolves the situation at hand.
- Achieves the desired objective of the interaction.
- Obtains participation from community members.
- Elicits a favorable reaction from members of the community.

Performance Levels:

Satisfactory

Listens carefully to concerns and responds to all of them. Speaks in a manner appropriate to the audience. Maintains a pleasant/ positive demeanor.

Superior

Conveys information fully and responds thoroughly to all concerns. Draws community members into the interaction if needed. Receives a positive response from members of the community.