

A. PERSONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE

1. READING COMPREHENSION – Comprehends and correctly applies information presented in written form. Makes correct inferences; draws accurate conclusions.

Level of Competency Required by Job:

- Level 1: Concrete, specific job-related information (work orders; instructions; material/equipment labels)
- Level 2: General information related to field of work and assignments; (articles in trade publications; technical/instructional manuals; memos; letters; e-mails; reports)
- Level 3: Abstract/complex information (highly technical articles/ reports in specialized area; legal or other regulatory material)

Examples of Behavioral Indicators:

- Follows written instructions correctly.
- Learns information presented in writing.
- Identifies relevant written information.
- Interprets written legal regulatory material accurately.

Performance Levels:

Satisfactory

Reads instructions correctly. Learns from manual and other printed material.

Superior

Learns from manual and may answer others' questions. Explains information presented in written form to others.

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2. MATHEMATICS – Performs arithmetic or higher-level mathematical computations accurately.

Level of Competency Required by Job:

- Level 1: Perform arithmetic computations (add, subtract, multiply, divide, ratios, percentages).
- Level 2: Use algebra (substitute numbers for letters in a formula), geometry (angles, distances, area), and/or descriptive statistics (mean/median/mode, standard deviation, range).
- Level 3: Apply and interpret calculus, inferential statistics (t-tests, correlations, ANOVA, multiple regression) or other very high level mathematics.

Examples of Behavioral Indicators:

- Quickly and accurately performs arithmetic computations.
- Appropriately selects and applies formulas for stated purpose.
- Correctly identifies an appropriate analysis for a specific purpose and selects the appropriate computer program for computation.
- Accurately interprets and presents results of mathematical/statistical computations.

Performance Levels:

Satisfactory

Knows mathematical requirements of the job and performs them correctly. Verifies work to ensure accuracy.

Superior

Identifies additional opportunities for the application of mathematics in work. Answers questions/trains others to assist them in their use of mathematics.

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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:

- 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.

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4. ANALYTICAL ABILITY – Identifies, obtains, and evaluates relevant information to establish relationships or patterns, cite causes, and reach logical conclusions.

Level of Competency Required by Job:

- Level 1: Recognize similarities/differences in current situation to those previously encountered and is guided accordingly. Apply existing policies correctly. Ask pertinent questions or otherwise seek additional information to formulate appropriate response.
- Level 2: Consider multiple, varied factors when evaluating a situation or issue. Seek additional information to provide further insight. Reach conclusions that logically follow from the information obtained.
- Level 3: Consider a multitude of diverse factors, their interrelationships, the perspectives of others, alternative courses of action and their likely ramifications when evaluating information to reach a conclusion.

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Recognizes the impact of each type of information on conclusions.
- Evaluates the quality/source of information when considering it.
- States the shortcomings of the information and, therefore, the analysis.

Performance Levels:

Satisfactory

Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.

Superior

Uses a great deal of existing and obtained information and data to develop and evaluate alternatives and arrive at a final conclusion. Provides compelling arguments in support of conclusions.

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5. LEARNING ABILITY – Readily acquires and applies new information.

Level of Competency Required by Job:

- Level 1: Learn job-related information, rules, and procedures, and apply them correctly.
- Level 2: Learn and apply extensive job-related information correctly. Make reasonable inferences when specific information needed in a given instance was not presented.
- Level 3: Access new job-related information via print or electronic media, in educational/training programs, and/or by speaking with others, and apply it correctly to the job.

Examples of Behavioral Indicators:

- Recalls information presented in educational/training programs.
- Recognizes how to apply newly acquired information to the job.
- Applies new information to the job in a way that increases productivity.
- Applies “lessons learned” from prior work experiences to current work.
- Answers questions/coaches others who received the same instruction.

Performance Levels:

Satisfactory

Learns new information and applies it appropriately to situations/issues.

Superior

Readily acquires new information, makes appropriate inferences based on it, and integrates it with prior learning and experience to maximize its use in a variety of situations or with respect to a variety of issues.

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6. ATTENTION TO DETAIL – Extremely careful in addressing all aspects of each work assignment in order to produce “completed staff work” and/or avoid any negative outcomes.

Level of Competency Required by Job:

- Level 1: Ensure all aspects of work assignment are completed as directed.
- Level 2: Verify that each aspect of work assignment is properly completed; make logical inference regarding additional activities that may need to be performed to produce “completed staff work.”
- Level 3: Include evaluation of final work/work product in its accomplishment; make adjustments as possible to improve.

Examples of Behavioral Indicators:

- Carefully checks all aspects of work for completion and accuracy before submitting.
- Identifies errors (for example, typo's, computations, measurements, application of laws/rules/policies) and corrects them prior to submitting.
- Cross-checks work against available resources.
- Sets up a means of checks and balances to ensure work accuracy.
- Considers changes in final work product to ensure usability by recipient.
- Completes all revisions upon request.

Performance Levels:

Satisfactory

Ensures that each task accomplished represents “completed staff work.” No remaining details/ inconsistencies for others to address.

Superior

All aspects of each task completed are verified to be correct. Identifies any foreseeable consequences of work that may need to be addressed and does so.

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7. SELF MANAGEMENT – Organizes and plans for task accomplishment; manages time and works diligently to complete assigned work/fulfill responsibilities.

Level of Competency Required by Job:

- Level 1: Order tasks for efficient performance; maintain awareness of time allotted and deadlines in order to ensure they are met.
- Level 2: Plan and perform work in a way that maximizes efficient performance; establish and adjust priorities to ensure timely completion of most critical assignments.
- Level 3: Allot time to responsibilities proportional to their prominence, priority, and impact.

Examples of Behavioral Indicators:

- Performs only work activities during work hours.
- Alters means of performing work when original approach proves to waste time.
- Keeps a “to do” list (with indication of priority and deadlines, if necessary).
- Requests assistance as necessary when it becomes clear that work will not be completed on time.
- Demonstrates a record of progress with respect to all assignments/responsibilities.
- Uses optimal means of communication for efficiency and effectiveness.

Performance Levels:

Satisfactory

Conducts self while at work in a manner that ensures work will be completed as scheduled, or provides explanation or secures assistance or adjustment of schedule if it will not be.

Superior

Seeks efficiencies in doing work to maximize productivity. Plans work carefully and follows the plan or makes adjustments if it is disrupted. Maintains personal responsibility for all work accomplishment.

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8. SAFETY FOCUS – Performs work in a way that minimizes risk of injury to self or others.

Level of Competency Required by Job:

- Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.
- Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.
- Level 3: Carefully follow safety rules and procedures and consistently use all necessary safety equipment.

Examples of Behavioral Indicators:

- Wears seat belt.
- Ensures safe physical work environment by taking actions such as eliminating unstable stacks of materials, closing drawers so filing cabinets will not tip over, and keeping pathways clear of tripping hazards.
- Reviews safety procedures before beginning each job with known hazards.
- Follows safety procedures while performing work even when it takes more time.
- Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- Frequently checks safety equipment for proper condition and operation.

Performance Levels:

Satisfactory

Maintains awareness of personal safety to avoid injury or property damage during all work activities.

Superior

“Safety first.” Places avoidance of injury or property damage above all other job requirements. Mentions the need to follow safe work practices to co-workers. Actively seeks ways to avoid injury.

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9. SENSORY PERCEPTION – Performs work activities requiring sight, hearing, taste, touch, and/or smell.

Level of Competency Required by Job:

- Level 1: Some component of the job requires exceptional sensory perception.
- Level 2: Multiple components of the job require exceptional perception of one or more senses.
- Level 3: Most critical components of the job require exceptional perception of one or more senses.

Examples of Behavioral Indicators:

- Performs work accurately that requires use of sense(s).
- Discerns noise or images that others cannot.
- Correctly identifies and discriminates different colors.
- Correctly localizes sounds.
- Accurately perceives distances.

Performance Levels:

Satisfactory

Accurately perceives through the senses the necessary information to perform job tasks accurately.

Superior

Extraordinary capability to distinguish gradations in similar stimuli perceived through the senses.

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10. PHYSICAL CAPABILITY – Strength, endurance, flexibility, and/or coordination.

Level of Competency Required by Job:

- Level 1: Sitting and/or standing for extended periods of time.
- Level 2: Awkward body position and/or precise motions required; and/or repeated lifting, carrying, and/or manipulation of objects; and/or walking for extended periods of time.
- Level 3: Continuous or extreme exertion of physical effort.

Examples of Behavioral Indicators:

- Sits and may occasionally stand or walk for entire workday (except breaks).
- Walks for the duration of the workday.
- Repetitive motion required to perform task.
- Repeatedly lifts and carries heavy objects.
- Exerts maximal effort for extended periods of time.

Performance Levels:

Satisfactory

Performs tasks requiring physical capability satisfactorily and without undue physical stress or harm.

Superior

Performs tasks requiring physical capability correctly with relative ease. May be asked to perform the most physically demanding tasks or be sought by co-workers for assistance.

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11. INITIATIVE – Generates activity that facilitates accomplishment of work.

Level of Competency Required by Job:

- Level 1: Offer to help co-workers and/or recognize things to do that facilitate work group accomplishment.
- Level 2: Identify new tasks/projects to be undertaken and assist others with accomplishment of their work.
- Level 3: Determine additional work necessary to improve the function and productivity of the organization or its services to citizens or other customers.

Examples of Behavioral Indicators:

- Makes suggestions for improvement in work quality or quantity.
- Finds work to do when own work is slow rather than allow diminished personal productivity.
- Expands scope of work/responsibility in appropriate directions.
- Anticipates upcoming events in order to prepare for them.

Performance Levels:

Satisfactory

Generates goal directed activity rather than waiting to be told what to do. Anticipates what is likely to occur in order to be able to prepare; recognizes that preparation for (and clean-up after) a job is part of doing the job.

Superior

Actively pursues additional tasks/responsibilities that will facilitate effectiveness. Makes extensive preparations for upcoming events or expected changes.

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12. CONSCIENTIOUSNESS – Dependable, reliable, diligent, and attends to all aspects of assignments (the “details”).

Level of Competency Required by Job:

- Level 1: Remain on-task and make every reasonable effort to complete work in time allotted. Note discrepancies and takes action or informs appropriate person when “things don’t seem right” in information or data.
- Level 2: Note when own work logically relates to the work of others and coordinate with them and when additional tasks must be performed to complete an assignment and perform/assign them. Recognize when, despite best efforts, work will not be done and notifies supervision.
- Level 3: Attend to each area of responsibility, and if all are not being addressed, arrange for transfer or elimination of some of them. Ensure that all aspects of programs/projects are properly addressed to ensure success.

Examples of Behavioral Indicators:

- Seeks all necessary information to do the job well.
- Learns from experience so can recognize when things are not right.
- Maintains a high level of task-related behavior.
- Continues to work diligently in the absence of supervision.
- Fully attends to seemingly minor as well as major aspects of each work assignment.

Performance Levels:

Satisfactory

Fully attends to work at hand; notes details, errors, and discrepancies and follows-up as necessary. Reliably performs and completes work. Punctual; respectful of others’ time.

Superior

Notes relationship of own work to work of others to ensure all aspects are coordinated. Performs additional tasks and otherwise follows-up to ensure thoroughness.

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13. STRESS TOLERANCE – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

- Level 1: Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.
- Level 2: Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.
- Level 3: Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

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14. COMPOSURE – Maintains composure in difficult circumstances.

Level of Competency Required by Job:

- Level 1: Display self-confidence in interactions with others; does not undermine own efforts or immediately succumb to pressure.
- Level 2: Remain self-assured and calm when challenged or subject to abuse.
- Level 3: Exude confidence in a wide variety of circumstances made difficult by many potent, diverse factors.

Examples of Behavioral Indicators:

- Maintains calm, composed demeanor in all work situations.
- Restates position when appropriate.
- Asserts viewpoints when others ignore or debase them.
- Acknowledges difficulties, but is not overcome by them.

Performance Levels:

Satisfactory

Continues work in a calm, self-assured manner under difficult circumstances. Avoids being drawn in to a heated exchange.

Superior

Remains poised when confronted with undue complaint or criticism. Confidently defends position when challenged.

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15. TENACITY – Persists in attempts to attain a goal; works through adversity.

Level of Competency Required by Job:

- Level 1: Exert more effort or time to complete assigned work; continue to attempt to overcome difficulties encountered.
- Level 2: Use a different approach and/or solicit advice/assistance to ensure goal attainment.
- Level 3: Pursue goal over time, using different approaches, garnering additional resources as necessary, overcoming obstacles, and seeking new justifications when met with objections from others.

Examples of Behavioral Indicators:

- Repeats attempts to complete work/attain objective.
- Adjusts work plan as necessary to accomplish objectives.
- Secures additional resources when needed to attain goal.
- Defends goal when confronted with objections.
- Uses another means of attempting to obtain objective when the first attempt is ineffective or fails.

Performance Levels:

Satisfactory

Continues to pursue objective in the face of ineffective actions or failure. Exerts the necessary time and effort to ensure goal accomplishment.

Superior

Employs multiple means and repeated attempts to achieving a goal. Overcomes obstacles by personal persistence, seeking assistance, gaining support, and/or acquiring additional resources.

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16. OBJECTIVITY – Demonstrates fairness and equity toward others; understands different perspectives; states sides of a conflict non-evaluatively; uses facts and logic.

Level of Competency Required by Job:

- Level 1: Respond to the situation at hand and its specific circumstances as opposed to being influenced by previous encounters, stereotypes, or biases.
- Level 2: Appropriately aligns self/organizational interest with objectives to benefit the overall organization and/or citizenry.
- Level 3: Appropriately aligns self/organizational interest with the “common good” (citizens, other public sector agencies, elected officials).

Examples of Behavioral Indicators:

- Notes facts and circumstances specific to the situation.
- Formulates plans for action based on the totality of factual information.
- Gives full attention to each task/issue within areas of responsibility
- Clearly demonstrates the benefits of actions to the overall organization, citizens, and/or the “common good.”
- Does not take positions or promote actions/causes that reflect blatant self interest.

Performance Levels:

Satisfactory

Focuses on and reacts to all facts and information available for each situation/issue. Disregards personal preferences or biases in appraisal of situation/issue and response to it.

Superior

Strives to serve the “common good.” Responds in a manner contrary to self-interest when appropriate.

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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.”

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18. DEVELOPMENTAL ORIENTATION – Seeks out education, training and/or experience to enhance current job performance and/or promotion potential.

Level of Competency Required by Job:

- Level 1: Continually seek developmental opportunities to improve performance of current job.
- Level 2: Pursue developmental opportunities to expand performance of current job and/or improve the probability of promotion.
- Level 3: Participate in sufficient breadth and depth of developmental activities to acquire expertise in specific areas.

Examples of Behavioral Indicators:

- Identifies appropriate training opportunities.
- Requests and justifies need for training.
- Reads job-related material beyond that required for the job.
- Specifies promotional goals in order to prepare properly.
- Completes degree or certification program.
- Successfully completes college courses related to the job or promotional objective.
- Seeks assignments to develop specific competencies.

Performance Levels:

Satisfactory

Willingly participates in training; learns and applies new information. Recognizes the relationship of personal development to promotion.

Superior

Actively pursues training opportunities and other developmental activities at work and on own time. Strives for mastery of current assignment and identifies promotional options and associated developmental needs.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

19. JOB INTEREST – Seeks out and participates in training and other experiences relevant to performance of a specific type of work to obtain employment in that field.

Level of Competency Required by Job:

- Level 1: Knowledge of the full range of job activities and has acquired some related education, training, and/or experience.
- Level 2: Considerable relevant knowledge has been provided by a variety of education, training, and/or experience.
- Level 3: In-depth knowledge relevant to the job and the ability to promptly assume job responsibilities have been provided by extensive education, training, and/or experience and possibly having a mentor.

Examples of Behavioral Indicators:

- Learned about job (field of work) by talking to people in it, observation, reading, and/or internet searches.
- Successfully completed job-specific courses or certification program.
- Acquired a mentor through a formal program or informally.
- Performs volunteer work within the field of work desired.
- Completed a college degree program related to the field.

Performance Levels:

Satisfactory

Knowledgeable about the positive and negative aspects of the job. Has successfully pursued some job-related education, training, experience, and/or other activities.

Superior

Has pursued education, training, experience and/or other activities to provide preparation specific to the field of work to the greatest extent possible.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

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.
- Sought out as a source of information by others.

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.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

21. TECHNOLOGY APPLICATION – Correctly applies technology as required on the job; conceptualizes improvements in work through introducing and/or enhancing use of technology.

Level of Competency Required by Job:

- Level 1: Expert in the use of technology required for own job. May identify additional applications for currently used technology to enhance own work and/or work of others.
- Level 2: Identify additional technology to be applied to improve own work and/or work of others and/or enhanced use of current technology to improve the operations of an entire function or department.
- Level 3: Identify new technology application to improve/enhance work of an entire function, department, or organization.

Examples of Behavioral Indicators:

- Demonstrates mastery of technical applications required for current work.
- Suggests additional applications of existing technology that improve productivity.
- Identifies new technology that can be applied to improve existing operations.
- Provides convincing justification for investment in new technology versus anticipated benefits.
- Presents compelling arguments to justify purchase of existing software (with or without modification) versus in-house development.

Performance Levels:

Satisfactory

Knows and correctly applies current technology as required on the job. Extends use of current technology to improve efficiency of accomplishing additional tasks.

Superior

Recognizes opportunities to apply technology to improve work processes in a function, department, or the entire organization. Identifies and justifies specific technology for specific uses.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

22. CLERICAL SPEED AND ACCURACY – Correctly and quickly notes accuracy versus inaccuracy in printed material and numerical data.

Level of Competency Required by Job:

- Level 1: Proofread own written material; verify own data.
- Level 2: Proofread written material, verify data, and confirm the accuracy of other information such as that on forms, lists, or schedules, for someone else.
- Level 3: Recording, entering, comparing, and/or verifying information and/or data is a primary job duty and must be performed quickly and accurately.

Examples of Behavioral Indicators:

- Notes virtually all typos in printed material.
- Enters data quickly and accurately.
- When verifying entries, identifies and corrects all errors.
- Identifies errors on forms completed before the information is used by others.
- Notes even minor inconsistencies in the presentation of detailed information.

Performance Levels:

Satisfactory

Makes few errors when recording, comparing, or entering information or data. Verifies and corrects information and data in a way that results in a virtually error-free work product.

Superior

Records, compares, and enters information and data with exceptional speed and accuracy. Virtually no errors identified during verification.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

23. EQUIPMENT OPERATION – Operates specialized equipment in performance of job duties.

Level of Competency Required by Job:

- Level 1: Operate equipment based on on-the-job training.
- Level 2: Operate equipment based on attendance at a training program and practice.
- Level 3: Operate equipment for which in-depth, complex training was required and which may require certification.

Examples of Behavioral Indicators:

- Operates equipment proficiently.
- Operates equipment with strict adherence to safety procedures.
- Understands the operation of equipment used on the job and correctly answers questions about it.
- Willingly participates in any training necessary to maintain up-to-date knowledge of equipment operation.

Performance Levels:

Satisfactory

Operates equipment safely and with a high degree of proficiency.

Superior

Operates equipment with extreme proficiency and correctly answers questions about its operation. Trains and/or coaches others in the operation of equipment.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

24. MECHANICAL APTITUDE – Accurately predicts the impact of forces on objects and assesses the behavior of other physical phenomena (e.g., volume, weight, velocity). Readily learns work involving the application of mechanical principles.

Level of Competency Required by Job:

- Level 1: Maintain a safe work environment by ensuring objects in it are stable, tools and equipment are properly used.
- Level 2: Know the physical properties of objects in the work environment and correctly anticipate the action of forces upon them; performs work accordingly (correctly and safely).
- Level 3: In-depth understanding of mechanical and physical phenomena sufficient to design and/or oversee the construction of systems.

Examples of Behavioral Indicators:

- Recognizes the impact of an earthquake on objects in the work environment and re-arranges them as possible to avoid possible damage or destruction and potential to cause injury.
- Uses tools properly to accomplish work correctly and safely.
- Recognizes the effects of various actions on objects and performs only those actions that will accomplish intended result and will not cause property damage or injury.
- Systems designed and/or for which construction is overseen operate as intended upon completion.

Performance Levels:

Satisfactory

Recognizes the operation of mechanical/physical phenomena sufficient to readily learn and perform work of a mechanical nature.

Superior

Displays exceptional insight into the operation of mechanical phenomena, and makes correct inferences regarding it. Promptly and accurately troubleshoots problems.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

25. SPACE VISUALIZATION – Pictures and manipulates objects “in the mind’s eye;” accurately perceives the location longer in sight.

Level of Competency Required by Job:

- Level 1: Perceive presence of unseen stationary objects from objects in view. Mentally tracks location of moving objects even when they are out of sight.
- Level 2: Visualize an object from various perspectives and/or the appearance of a rotated object from a single perspective.
- Level 3: Visualize a completed design, and the relationship of objects in it, before it has been constructed. Recognizes the changed relationship among objects when one or more of them is moved.

Examples of Behavioral Indicators:

- Efficiently packs items into boxes.
- Accurately estimates the amount of storage space needed for a given amount of materials.
- Sketches a finished product before it is produced.
- Accurately estimates the type and quantity of materials needed to produce a given product.
- Understands complex systems that process liquids or gasses.

Performance Levels:

Satisfactory

Perceives the results of motion with sufficient accuracy to avoid accident or injury. Efficiently packs/ stores materials. Visualizes the finished product before work is initiated.

Superior

Develops a means of producing/ constructing a finished product or system in compliance with design specifications. Recognizes how changes in the construction process or materials will affect results.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

26. ELECTRICAL UNDERSTANDING – Comprehends the concept and the operation of flow of electrical current.

Level of Competency Required by Job:

- Level 1: Know the properties of electricity relevant to the work environment and work to be performed in order to correctly perform work and recognize hazards that will be created by the failure to do so.
- Level 2: Sufficient understanding of electricity to recognize problems and determine repair needed to prevent disaster/restore operation.
- Level 3: In-depth understanding of electrical principles and phenomena sufficient to design and/or oversee the installation of complex electrical systems.

Examples of Behavioral Indicators:

- Ensures safe physical work environment by taking actions such as eliminating exposed electrical wire, faulty connections, empty sockets, and overloaded circuits.
- Recognizes the danger of fire from faulty electrical installations.
- Uses tools, equipment, and instruments properly to accomplish electrical work correctly and safely.
- Systems designed and/or for which installation is overseen perform as intended upon completion.

Performance Levels:

Satisfactory

Understands the operation of electricity sufficient to readily learn and perform electrical work.

Superior

Displays exceptional insight into the operation of electrical systems, and makes correct inferences regarding them. Promptly and accurately troubleshoots problem.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

27. PERSONAL RISK – Continues to perform job activities despite possibility of harm to self.

Level of Competency Required by Job:

- Level 1: Risk encountered in unforeseen emergency circumstances. Realistically evaluate chance of success and own capabilities prior to engaging in dangerous activities.
- Level 2: Hazards of the job are known and training is provided on actions necessary in case of an emergency. Continued preparedness and willingness to perform actions necessary for the job.
- Level 3: Personal risk and danger are well known, defining characteristics of the job; the purpose for which the job exists requires courage and risk to personal safety.

Examples of Behavioral Indicators:

- Performs CPR on or administers other first aid to co-worker.
- Calmly responds to a member of the public who is voicing threats.
- Rescues unconscious co-worker by moving him/her to a safe place before calling 911.
- Enters area well know for illegal activity to enlist the support of community members.
- Enters a burning building to rescue a trapped victim.
- Responds to co-worker's call for assistance in dangerous situations.

Performance Levels:

Satisfactory

Accepts personal risk to the extent it is a job requirement, and performs necessary job duties despite threat to personal safety.

Superior

Displays courage in fulfilling dangerous job responsibilities. May exhibit heroism by taking actions indicating that the safety of co-workers or members of the public was placed before personal safety.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

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

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

29. FACT FINDING – Obtains required information through questioning, review of existing materials, or securing new materials to answer a question or address a problem.

Level of Competency Required by Job:

- Level 1: Look up information available in the workplace (including use of the internet) or by asking questions of co-workers or supervisor.
- Level 2: Interview individuals and/or obtain necessary information from files, the library, and/or the internet.
- Level 3: Conduct in-depth interviews/interrogations or depositions. Locate obscure reference material containing germane information by correctly identifying needed information, making logical inferences regarding where it might be available, and discerning from newly acquired information relevant additional materials.

Examples of Behavioral Indicators:

- Asks a series of insightful questions in a logical order.
- Correctly identifies persons most likely to have the needed information.
- Listens carefully to responses from others to discern all relevant information stated.
- Makes logical assumptions about where certain types of information might be found; or asks others who are likely to know.
- Persists in locating relevant information until a sufficient amount is available to permit answering question or addressing the problem fully.

Performance Levels:

Satisfactory

Obtains necessary information through scrutiny of existing files and other resources, correctly identifying and obtaining other sources of information, and/or asking questions.

Superior

Exhibits great insight in identifying who would have certain information, or in what materials it might be located. Carefully crafts questions to extract needed information. Persists until sufficient information is gathered to formulate a logical conclusion.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

30. FISCAL MANAGEMENT – Develops and justifies budget proposals in a way that garners support; monitors expenditures for compliance; systematically adjusts expenditures when warranted.

Level of Competency Required by Job:

- Level 1: Identify equipment and services with demonstrable cost-effectiveness for improving operations and prepare detailed budget requests that provide ample justification for purchase. Ensure money is spent for intended purpose.
- Level 2: Identify staffing needs, needs for equipment and services, and other expenditures that are necessary to fulfill the mission of a function or segment of the organization. Provide ample, compelling justification. Ensures that money is spent for intended or highly related purpose.
- Level 3: Consider the mission of the entire organization and current priorities in determining which budget proposals to submit. Provide compelling arguments for the proposals submitted that include reference to proposals omitted. Use money for intended purpose unless priorities or other circumstances change.

Examples of Behavioral Indicators:

- Identifies expenditures that will be cost-effective in their contribution to accomplishing work.
- Conducts research to determine the best available option for purchase.
- Tailors justification for budget request to the specific need and current circumstances.
- Uses money for its intended purpose.
- Makes adjustments to expenditures in accordance with price increases, changing priorities, and City policy.

Performance Levels:

Satisfactory

Recognizes the critical role of the budget process in City functioning. Knows the budget cycle and makes timely submissions for all desired expenditures.

Superior

Provides convincing justifications that reflect essential organizational functions, demonstration of cost-effectiveness, and consideration of current political/economic/social climate.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

31. RESULTS ORIENTATION – Maintains a focus on objectives to be achieved and acts accordingly to ensure their accomplishment.

Level of Competency Required by Job:

- Level 1: Remain focused on the task at hand and its purpose. May alter activities if the same result will be achieved. Does not become distracted by extraneous information, events, or details.
- Level 2: Remain focused on the objectives to be achieved and take all reasonable actions necessary to achieve them. If initial activities to achieve objectives are unsuccessful, tries other approaches.
- Level 3: Remain focused on outcome and not process, when possible, in the monitoring and evaluation of staff work. Encourage staff to maintain focus on the objectives of their work and not to be overly affected by nuisances or frustration.

Examples of Behavioral Indicators:

- Clearly understands the purpose/objectives of work assignments.
- Recognizes that there are typically many ways to achieve the same objective.
- Makes multiple attempts to achieve objectives when necessary.
- Does not become distracted by unimportant or irrelevant issues.
- Ignores distracters in order to maintain pursuit of the desired outcome.

Performance Levels:

Satisfactory

Maintains a focus on desired outcomes and makes every reasonable attempt to achieve them. Always recognizes the purpose or objective of work activities.

Superior

Maintains a clear focus on desired results, and is persistent in attempts to achieve them. Insistent that all work activities lead to goal accomplishment; expresses dissatisfaction with activities that have no apparent impact.

B. OCCUPATIONAL: CAPABILITY FOR EFFECTIVE PERFORMANCE IN A SPECIFIC JOB(S)

32. RESPONSIVENESS AND FOLLOW-UP – Executes actions as requested or to which a commitment has been made; continues involvement as needed.

Level of Competency Required by Job:

- Level 1: Willingly accept job assignments and, upon completion, asks whether any other actions are necessary.
- Level 2: Ensure that all job responsibilities are fulfilled within their designated timeframes. Willingly accept, and may volunteer for, additional assignments, but does not overextend. Anticipate and accommodate the need for continued involvement.
- Level 3: Ensure that staff and other resources are available (or can be made available) to reasonably allow for completion of work before making a commitment. If not, make adjustments to ensure completion of work or re-establish priorities and communicate to all involved parties. Recognize the probable need for continuation of some staff involvement beyond the designated timeframe to ensure success.

Examples of Behavioral Indicators:

- Willingly accepts assignments and completes assigned work.
- Monitors “completed” work to determine whether additional issues to be addressed have arisen.
- Volunteers for assignments when able to assure their timely completion.
- Carefully considers available staff and resources, and competing priorities, before making commitments to complete additional work.

Performance Levels:

Satisfactory

Completes assigned work. Realistically appraises the likelihood of completing additional work before accepting or volunteering for it. Recognizes the usual need for follow-up once assignments are submitted.

Superior

Completes assigned work in an expeditious manner. Often ready to accept additional work or volunteer for it. Readjusts priorities and/or revises plans to maximize productivity. Diligently monitors the possible need for follow-up.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

33. INTERPERSONAL SKILLS – Interacts effectively and courteously with others.

Level of Competency Required by Job:

- Level 1: Interact with members of the workgroup, supervision, and/or the public in a cordial, service-oriented manner.
- Level 2: Interact across department lines and with appointed City officials, and/or members of the public, at times under adversarial circumstances, in a cordial, respectful manner.
- Level 3: Interact with appointed and elected City officials, department heads, representatives of external organizations, and/or the media in a cordial, effective manner.

Examples of Behavioral Indicators:

- Works well with others toward mutual objectives.
- Does not arouse hostility in others.
- “Disagrees without being disagreeable.”
- Elicits acceptance/cooperation from others.
- Affords all individuals respect, regardless of their role or status.
- Effectively addresses concerns of politicians or others who may have their “own agenda.”

Performance Levels:

Satisfactory

Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.

Superior

Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

34. CUSTOMER SERVICE – Interacts with recipients of services (internal or external customers) in a way that provides accurate, timely, and effective information and service.

Level of Competency Required by Job:

- Level 1: Interact with customers in person, over the telephone, or through e-mail (and/or other electronic media) in order to provide information or assistance. Listen to customer concerns; explain/reconcile information and provide alternatives if possible; facilitate resolution by making referral and/or following-up as necessary.
- Level 2: Promotes positive customer service. Serves as a model of providing exemplary customer service.
- Level 3: Develop customer-oriented procedures; identifies changes in procedures to enhance customer service and ensures they are implemented.

Examples of Behavioral Indicators:

- Carefully listens to (or reads) customer statement of the issue.
- Provides direct, informative, accurate responses to customer.
- Suggests options if available.
- Maintains a positive attitude in the face of customer complaint or frustration.
- Remains focused on the issue presented by the customer and directs the customer back to the issue if necessary.
- Asks the customer if their concerns have been fully addressed.
- Ensures organizational policies and practices are customer-focused.
- Ensures all employees recognize their responsibility for customer service and are properly trained for it.

Performance Levels:

Satisfactory

Displays knowledge as well as courtesy and patience when interacting with customers. Ensures customers' issue is correctly identified and remains focused on it until it is resolved.

Superior

Seeks further information or advice to resolve difficult issues. Solicits feedback on the effectiveness of service. Makes suggestions for improving service and facilitates changes needed to implement.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH 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.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

36. EMOTIONAL MATURITY – Maintains a calm and task-oriented approach to work even under circumstances of conflict or hostility.

Level of Competency Required by Job:

- Level 1: Remain focused on the task at hand when interacting with unpleasant or uncooperative people, circumstances are frustrating, the workload is high, or other conditions of the work environment are less than optimal.
- Level 2: Seek effective resolution to complaints/criticisms; recognize that complaints/criticisms often are not personal, but a reflection of frustration or disagreement on the part of others.
- Level 3: Maintain neutrality and effective performance even in the face of unjustified challenge or direct criticism in a public forum.

Examples of Behavioral Indicators:

- Maintains a calm and focused demeanor.
- Continues to listen to others with whom conflict or disagreement has occurred.
- Does not display excessive emotionality: yell, shout, scream, cry, or use profanity.
- Does not “act out:” slam doors, throw things, threaten, or assault others.
- Does not engage in inappropriate acts such as telling off-color jokes, name-calling, horseplay, or bullying.

Performance Levels:

Satisfactory

Demonstrates emotional stability and mature behavior appropriate to the workplace even in circumstances of discord or duress.

Superior

Maintains businesslike demeanor and continues to attempt to address the issue at hand even when faced with personal attacks, unjustified accusations, or other inappropriate behavior from others.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

37. FLEXIBILITY – Changes behavior to more effectively respond to differences or changes in situations, circumstances, objectives or people.

Level of Competency Required by Job:

- Level 1: Modify behavior as necessary to accommodate differences/changes.
- Level 2: Initiate changed behavior when initial approach proves ineffective.
- Level 3: Perceive subtle cues/feedback to determine modifications in behavior necessary to improve effectiveness.

Examples of Behavioral Indicators:

- Adjusts speaking in terms of volume (softer/louder) and/or manner (for example, explanatory vs. directive).
- Offers a different option when the first is rejected.
- Completes work in a nonroutine manner when usual approach is inefficient or ineffective.
- Readily accepts changes in work assignments.
- Willingly works with any others as assigned or required by job duties.

Performance Levels:

Satisfactory

Changes approach or objective when directed to do so. Recognizes failure of initial approach to achieve objective and tries a different one.

Superior

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

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

38. TOLERANCE – Accepts all forms of diversity, including different, even contrary, points of view.

Level of Competency Required by Job:

- Level 1: Accepting of co-workers, other employees, and members of the public regardless of their stated beliefs or assumptions that might be made based on their appearance or status.
- Level 2: Work well with others regardless of their stated beliefs or affiliations, appearance, or idiosyncrasies. Recognize the value of different points of view among members of a work group or team.
- Level 3: Embrace a diverse work group as a possible means of advancing objectives of the organization. Encourage airing of different, even contrary, points of view as a means of ensuring that all possible factors are considered and alternatives explored.

Examples of Behavioral Indicators:

- Works well with a diversity of others.
- Provides comparable service to all members of the public.
- Accepts differences in others even with respect to factors that would not be acceptable personally.
- Recognizes that judging others on a personal basis/displaying intolerance is inappropriate in the workplace.
- Encourages all others to openly state their views on work-related matters.

Performance Levels:

Satisfactory

Works well with a diverse array of other people. Provides service or otherwise interacts with others in a manner that is consistent and fair.

Superior

Recognizes the potential for diversity to strengthen the organization. Welcomes and fully considers diverse points of view, and makes every effort to ensure others do the same.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

39. TACT – Considerate and pleasant in interactions with others, even in situations that involve controversy, disagreement, or represent other emotional strain.

Level of Competency Required by Job:

- Level 1: Pleasant in interpersonal interactions with co-workers and/or members of the public when cooperating to accomplish a goal or to provide service.
- Level 2: Courteous and considerate in interactions with a wide variety of others during times of controversy or conflict or in the face of negative reaction.
- Level 3: Diplomatic when addressing sensitive matters with the media, elected/appointed officials, and/or a large public audience. Remain considerate and sensitive in times of crisis.

Examples of Behavioral Indicators:

- Listens actively; conveys understanding.
- Displays sensitivity of others' circumstances and viewpoints.
- Displays empathy by smiling, nodding, etc. when appropriate to do so.
- Recognizes others' points of view when communicating information.
- Expresses information in a manner that does not offend individuals with differing points of view.
- Conveys even a negative message with positive tone and words to the extent possible.
- Anticipates audience reaction to negative or controversial information to be provided.
- Recognizes when to defer to those of higher status or for other reason.

Performance Levels:

Satisfactory

Courteous and considerate in interactions with others. Provides information in as positive a manner as possible.

Superior

Accommodates the needs/desires of others in interactions with them to the extent possible. Maintains a positive approach in the face of adversity or criticism.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

40. CREDIBILITY – Is truthful and sincere; objectively and clearly provides all pertinent information rather than being vague, omitting negative information or only stating what listeners “want to hear.”

Level of Competency Required by Job:

- Level 1: Freely and openly share accurate job-related information with co-workers.
- Level 2: Provide complete, accurate information to other City employees and members of the public.
- Level 3: Represent department to the Mayors’ Office, City Council, City Commissions, and/or department heads, and/or to external organizations, professional associations, and/or the media.

Examples of Behavioral Indicators:

- Admits mistakes.
- Information provided is consistent (not contradictory or stating different things to different people).
- Answers questions directly and thoroughly.
- Shares credit for achievements.
- Acts in the best interest of the organization, not self interest.

Performance Levels:

Satisfactory

“Tells the complete story” from the onset. Is forthcoming with full information when questioned. Statements are consistent. Readily admits mistakes and gives credit to others.

Superior

Information provided is complete and accurate, and includes any negative information or information contrary to self interest. Does not attempt to be vague or put a “spin” on negative information to make it appear more positive.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

41. IMPACT – Commands attention through actions, speech, and demeanor.

Level of Competency Required by Job:

- Level 1: Engage the other person in one-on-one interaction; assert self to co-workers sufficient to ask questions or for assistance and to provide information and offer suggestions.
- Level 2: Maintain composure and is the focus of attention when at the center of a group interaction (making a presentation; leading the group). Assertive in presenting information and ideas.
- Level 3: Spontaneously becomes the center of attention in group settings due to authoritative speech, self-assured demeanor, and posture.

Examples of Behavioral Indicators:

- Speaks in an authoritative voice that commands respect.
- Does not fidget or display other mannerisms indicating anxiety.
- Stands/sits straight though appears relaxed.
- Makes eye contact with those in sufficient proximity to do so.
- Firm handshake or other appropriate gestures.
- Assertive or persuasive when presenting personal viewpoint.

Performance Levels:

Satisfactory

Clearly conveys personal point of view; readily asks questions/ provides responses. Asserts self when appropriate. Maintains composure; does not exhibit nervous habits.

Superior

Gives the overall impression of being a primary participant or in command of situations, through assertive speech pattern and demeanor.

C. INTERPERSONAL: CAPABILITY TO INTERACT EFFECTIVELY WITH OTHERS

42. RESOLVES CONFLICT – Acknowledges and takes action to eliminate ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

- Level 1: Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.
- Level 2: Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issues with involved parties or management, as appropriate.
- Level 3: Recognize that the purposes/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/ facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately takes steps to eliminate.

D. COMMUNICATION: CAPABILITY TO EXCHANGE INFORMATION EFFECTIVELY

43. FOLLOW ORAL DIRECTIONS – Performs work accurately as directed orally.

Level of Competency Required by Job:

- Level 1: Receive specific, complete oral directions daily or by individual task assignment throughout the day.
- Level 2: Receive general instructions orally that span across days or for entire assignments.
- Level 3: Receive general instructions/assignments orally regarding long-term objectives/responsibilities.

Examples of Behavioral Indicators:

- Does work assigned orally properly and on time.
- Asks pertinent questions for clarification of assignments.
- Performs work correctly when instructions were given orally.
- Explains assignments to others who received the same instructions.
- Performs work in accordance with general outline provided orally.
- Correctly infers details of assignments given only in general terms.

Performance Levels:

Satisfactory

Properly performs work when concrete, specific instructions are given orally. Asks pertinent questions when parts of the instructions are unclear or omitted.

Superior

Properly performs work assigned orally. Answers questions or explains work to others. Correctly infers details or portions of instructions that were omitted.

D. COMMUNICATION: CAPABILITY TO EXCHANGE INFORMATION EFFECTIVELY

44. FOLLOW WRITTEN DIRECTIONS – Performs work accurately as directed in writing.

Level of Competency Required by Job:

- Level 1: Perform tasks assigned in writing.
- Level 2: Perform work after reading instructional manual.
- Level 3: Perform work after completion of training modules or programs presented in writing.

Examples of Behavioral Indicators:

- Correctly completes work assigned in writing.
- Answers questions and/or explains work to others who received the same instructions.
- Learns and applies information presented in writing (instruction manual; training program).
- Correctly infers details of work to be performed that were unclear or omitted as presented in writing.

Performance Levels:

Satisfactory

Correctly performs work assigned or for which training was provided in writing.

Superior

Understands instructions and training materials presented in writing to the extent that is able to answer questions or explain to others. Correctly infers unclear or omitted details as presented in writing.

D. COMMUNICATION: CAPABILITY TO EXCHANGE INFORMATION EFFECTIVELY

45. ORAL COMMUNICATION – Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

- Level 1: Exchange specific, job-related information orally with others in the immediate work environment or via telephone and/or radio.
- Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.
- Level 3: Obtain/provide/present a diverse array of information orally at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

- Audience clearly understands the intended message.
- Rarely must repeat information in response to questions.
- Refrains from use of unnecessary words, phrases, or jargon.
- Provides a level of detail appropriate to the situation (avoids too much or too little detail).
- Speaks at a level appropriate to the audience in terms of terminology, sentence structure, and simplicity/complexity of ideas expressed.
- Uses words with precision (vocabulary) to convey exact information.

Performance Levels:

Satisfactory

Speaks clearly and audibly, providing the appropriate information and level of detail. Typically conveys the message on the first attempt. Answers questions accurately and directly.

Superior

Speech is direct and to the point. Speaks convincingly and with authority when appropriate. Maintains sensitivity to the audience while providing thorough information with the appropriate level of detail through the use of precise language.

D. COMMUNICATION: CAPABILITY TO EXCHANGE INFORMATION EFFECTIVELY

46. LISTENING – Hears and acknowledges what others say.

Level of Competency Required by Job:

- Level 1: Attentive to others speaking in interpersonal interactions.
- Level 2: Comprehend information from others one-on-one, in group settings, and from oral presentations.
- Level 3: Comprehend information provided/questions asked by others in public forums or other stressful circumstances.

Examples of Behavioral Indicators:

- Demonstrates correct understanding of issue as expressed by customer.
- Recalls details of information provided by a speaker.
- Expresses subtleties/nuances in information conveyed by others.
- “Answers the question asked.”
- Conveys correct information based on information obtained from a speaker.

Performance Levels:

Satisfactory

Comprehends the message conveyed by the speaker. Rephrases information clearly and accurately; recalls information and details, and answers questions about the information correctly.

Superior

Recalls specific terminology used by a speaker when important. Accurately understands subtleties and nuances in spoken language. Answers questions completely, demonstrating clear and complete comprehension of the questioners' full inquiry.

D. COMMUNICATION: CAPABILITY TO EXCHANGE INFORMATION EFFECTIVELY

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.

D. COMMUNICATION: CAPABILITY TO EXCHANGE INFORMATION EFFECTIVELY

48. SHARES KNOWLEDGE AND INFORMATION – Conveys all information relevant to each involved party in a thorough and timely manner.

Level of Competency Required by Job:

- Level 1: Provide job-related information as it becomes available to others who are likely to need it or to whom it might be helpful.
- Level 2: Keep all involved parties informed of work/project progress and other new information. Tailors content, level of detail, and timing of information provided to the perspective of each recipient
- Level 3: Recognize different needs for different information and provide all affected parties with a description of the “big picture” as well as the breadth and detail of information relevant to their perspective.

Examples of Behavioral Indicators:

- Provides thorough explanations with all relevant details.
- Uses multiple means of communicating (e.g., e-mail, telephone, meetings).
- Provides status reports of work/project progress to all involved parties.
- Informs others of changes at the earliest feasible time.
- Uses multiple addressees and “copies” others so all parties see exactly the same information and know who already has been informed.
- Draws from job knowledge and work experience to provide thorough descriptions and explanations.

Performance Levels:

Satisfactory

Readily communicates new, job-related information to all employees to whom it is relevant. Provides a level of detail and explanation appropriate to the recipient.

Superior

Ensures that all involved parties are provided the maximum amount of information feasible in as timely a manner as possible to facilitate work/project status. Shares job knowledge and experience to serve as a mentor or coach to others.

E. ORGANIZATIONAL: CAPABILITY TO PROMOTE EFFECTIVENESS OF THE ORGANIZATION

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 large-scale, 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.

E. ORGANIZATIONAL: CAPABILITY TO PROMOTE EFFECTIVENESS OF THE ORGANIZATION

50. PROCESS IMPROVEMENT – Initiates changes to improve the manner in which work is done, workflow, or the work product.

Level of Competency Required by Job:

- Level 1: Identify and suggest improvements in the work of workgroup and/or at the interface of other workgroups with interrelated functions.
- Level 2: Audit work processes, work flow, and work product to identify possible improvements; analyze the feasibility of making changes necessary to implement improvements; evaluate the effectiveness of changes made.
- Level 3: Initiate effort to re-engineer work processes in order to create a system with maximum efficiency, product/service quality, and timeliness.

Examples of Behavioral Indicators:

- Notes inefficiencies and unnecessary steps for possible elimination.
- Identifies specific changes that would need to occur to implement improvements.
- Analyzes/evaluates necessary changes for feasibility.
- Discusses with involved staff to obtain feedback.
- Recognizes that a complete change in “the way we do business” might be the best solution.

Performance Levels:

Satisfactory

Vigilant with respect to identification of opportunities for improvement. Identifies specific steps required to implement feasible changes and ensures they are taken. Evaluates results and makes adjustments.

Superior

Objectively considers the entire system and future conditions when evaluating the potential for improvement. Identifies novel solutions and is creative in determining means of implementing them.

E. ORGANIZATIONAL: CAPABILITY TO PROMOTE EFFECTIVENESS OF THE ORGANIZATION

51. PROGRAM RESPONSIBILITY – Directs all aspects of an ongoing multi-faceted program/function to ensure resources are continually available and actions are continually taken at proper times to accomplish its objectives.

Level of Competency Required by Job:

- Level 1: Plan, coordinate, and direct the operation of a multi-faceted program/function.
- Level 2: Plan, coordinate, and direct the operation of a large-scale, multi-faceted program/function or several smaller-scale programs/functions.
- Level 3: Plan, coordinate, and direct the operation of a very large-scale, multi-faceted program/function or multiple programs/functions.

Examples of Behavioral Indicators:

- Plans and directs the day-to-day and long-range operation of the program(s)/function(s)
- Secures necessary resources for successful performance.
- Clearly designates roles/responsibilities/accountability.
- Monitors the processes and products of the operation to ensure they meet standard; makes adjustments when needed.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.
- Audits the processes and products of the operation to identify opportunities for improvement.

Performance Levels:

Satisfactory

Ensures sufficient staff and resources are available to continually accomplish objectives of the program/function. Directs staff and establishes personal responsibility/accountability.

Superior

Continually seeks to improve the program/function to maximize productivity and minimize use of resources.

52. WORKFORCE MANAGEMENT – Structures workgroups and their interrelationships in a way that facilitates accomplishment of organizational goals; attracts talent and places individuals in positions to maximize productivity and staff development. Ensures proper training is provided.

Level of Competency Required by Job:

- Level 1: Ensure various workgroups are staffed sufficient to accomplish their respective missions and with complementary skills where appropriate.
- Level 2: Examine the structure of each workgroup to ensure optimal staffing, the interrelationships of workgroups to maximize coordination and efficiency, and the placement of individuals to optimally use or develop their capabilities; make adjustments as warranted.
- Level 3: Ensure that structure, staffing, interrelationships, placement of individuals for productivity/development are optimal. Identify needed competencies and ensure well-qualified candidates are recruited. Identify problems with the operation and/or staff performance and determine a solution.

Examples of Behavioral Indicators:

- Considers the workforce and its operation as a whole.
- Recognizes the need to balance optimal placement of staff for the organization with individual developmental needs.
- Recognizes the tradeoffs of bringing in new staff versus developing existing staff.
- Re-assigns staff as warranted.
- Re-structures the organization as warranted.
- Addresses problem performers.

Performance Levels:

Satisfactory

Ensures efficient operation of the organization and makes necessary adjustments. Balances productivity and staff development.

Superior

Redesigns organization as necessary to achieve maximum productivity and staff development. Balances bringing in new staff with developing current employees.

E. ORGANIZATIONAL: CAPABILITY TO PROMOTE EFFECTIVENESS OF THE ORGANIZATION

53. LEADERSHIP – Influences others toward goal accomplishment.

Level of Competency Required by Job:

- Level 1: Assume responsibility for operations or a situation when necessary. Direct the actions of others or otherwise ensure required actions are taken. Remain responsible until relieved or situation is resolved.
- Level 2: Motivate others to continual activity focused on goal accomplishment. Provide clear objectives and articulate individual activities necessary to achieve them; ensure resources necessary to do so are available. Monitor work progress and provide feedback; assess results.
- Level 3: Articulate a vision, convey it to others, and assign responsibilities (or assure they are assigned) for achieving it. Monitor progress, make adjustments as necessary, and evaluate results.

Examples of Behavioral Indicators:

- Evaluates circumstances, determining what needs to be done, and ensuring individual responsibility for performing specific actions is assigned.
- Follows-up to ensure that specific actions have been taken and overall objective has been accomplished.
- Clearly communicates objectives and responsibility/individual actions necessary to achieve them.
- Monitors work in progress, provides feedback to those involved, and makes adjustments to work plans/processes to ensure goal attainment.
- Evaluates completed work for quality, thoroughness, and effectiveness to determine whether re-work or additional work is required to meet intended objectives and to provide learning for future assignments

Performance Levels:

Satisfactory

Assumes responsibility for work of others when required or necessary. Ensures actions taken to achieve objectives, and evaluates results to determine any follow-up needed.

Superior

Articulates vision/states clear objectives and assigns responsibility/motivates others toward achievement. Monitors progress; gives feedback; evaluates results; ensures follow-up.

E. ORGANIZATIONAL: CAPABILITY TO PROMOTE EFFECTIVENESS OF THE ORGANIZATION

54. CHAMPIONS CHANGE – Encourages others to identify means of improving existing processes and provides support for required changes.

Level of Competency Required by Job:

- Level 1: Listen to and consider suggestions of co-workers for improving efficiency; accepts and uses suggestions when appropriate. Support imposed changes, and encourages others to do so.
- Level 2: Solicit ideas for improvement, evaluate them, and implement those with merit. Gain support for changes by describing their benefits to all involved parties.
- Level 3: Establish continuous improvement as a job requirement of staff. Assist in securing necessary resources to make changes. Foster an environment of calculated risk taking without fear of failure to encourage radical change.

Examples of Behavioral Indicators:

- Acknowledges and carefully considers all suggestions for improvement.
- For changes that appear promising, determines how to implement (or approves implementation).
- Encourages others to suggest changes/accept changes.
- Secures resources necessary to implement change; conducts cost-benefit analysis when possible to demonstrate return on investment.
- Presents plans for change with enthusiasm and detailed explanation as a means of promoting staff acceptance.
- Rewards staff for suggesting/implementing change that proves effective.
- Ensures there are no punitive consequences for failure of proposed changes that appeared promising and were approved.

Performance Levels:

Satisfactory

Recognizes that vigilance with respect to identifying possible opportunities for improvement is expected of self and others. Freely makes suggestions and accepts imposed changes, and encourages others to do so.

Superior

Challenges self and others to think creatively and to identify novel approaches that have improvement potential. Persuades others to accept suggestions and enthusiastically embrace their implementation. Does not fear failure of an improvement effort made in good faith.

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.

F. EXTERNAL: CAPABILITY TO PROMOTE EFFECTIVE PERFORMANCE EXTERNALLY

56. AWARENESS OF THE CITY ENVIRONMENT – Identifies and keeps current on local economic, political, and social trends that affect the work of the City.

Level of Competency Required by Job:

- Level 1: Knows (can identify) top local government officials and pressing or highly relevant issues.
- Level 2: Knows (can identify) City Council members, often due to Committee assignment, and/or members of City Commissions/Boards, and some of their views and background. Maintains awareness of major trends in the internal City organization and the entire City of Los Angeles.
- Level 3: Knows members of the Mayor's office and City Council members' staff and department heads. Maintains considerable knowledge of social, economic, and political issues affecting area of responsibility.

Examples of Behavioral Indicators:

- Discerns from media news information of relevance.
- Maintains awareness of local elections and their outcome.
- Meets with appropriate parties to obtain relevant, timely information.
- Incorporates current social, economic, and/or political issues into work plan and priorities.

Performance Levels:

Satisfactory

Through the news and/or discussion at work, knows local government officials and their views if pertinent to work. Identifies and notes information regarding major trends in the City.

Superior

Seeks information on current events relevant to areas of responsibility or the City as a whole. Knows elected officials influential in relevant areas and who to contact regarding the effects of current events. Incorporates discussion of current events into formulation of plans.

F. EXTERNAL: CAPABILITY TO PROMOTE EFFECTIVE PERFORMANCE EXTERNALLY

57. MEDIA RELATIONS – Communicates/Interacts with representatives of the media in a way that stimulates positive relations.

Level of Competency Required by Job:

- Level 1: Interaction with media only in emergency or other unusual situation. Instructed to refer contacts from media to management or public relations specialist.
- Level 2: Interaction with media on technical matters within area of expertise only. Refers general inquiries or inquiries involving sensitive situations to management or public relations specialist.
- Level 3: Ultimate responsibility for communication with the media. Must be prepared for interaction at any time about any topic or be willing to accept ramifications of being “unavailable for comment.”

Examples of Behavioral Indicators:

- Refers media inquiries to designated individual(s) in department as instructed.
- Answers questions in an emergency based on factual personal knowledge only and in a way that will not create panic.
- Answers questions of a technical nature in laypersons language.
- Maintains composure when responding to questions from the media even in very sensitive or volatile situations.
- Listens carefully to question asked and answers it directly; disallows “loaded” or leading questions by re-directing inquiry.
- Requests information if necessary to provide clear and accurate information.

Performance Levels:

Satisfactory

Interacts with media as instructed. In emergency situations, conveys only facts, attempts to avoid display of emotionality, and recognizes the need to avoid creating panic.

Superior

Within designated level of interaction, provides direct answers to appropriate questions asked. Includes additional information that will advance organizational objectives or help the public.

F. EXTERNAL: CAPABILITY TO PROMOTE EFFECTIVE PERFORMANCE EXTERNALLY

58. INDUSTRY KNOWLEDGE – Knows sources of information (publications, websites, professional associations), college programs, consultants, vendors, and peers within field of endeavor; accesses them when needed.

Level of Competency Required by Job:

- Level 1: Can locate job-related information from external sources when necessary.
- Level 2: Read job-related publications and know/may be a member of professional associations. Some familiarity with college programs, consultants, vendors, and/or others in the field.
- Level 3: Subscribe to job-related publications and is a member of professional association(s). Know many college programs, consultants, and vendors, and has a well-developed network of peers within the field.

Examples of Behavioral Indicators:

- Reads/subscribes to job-related publications.
- Knows consultants/vendors in the field including their products/services and reputation.
- Attends conferences or other job-related training/presentations.
- Makes presentations to professional associations.
- Has contacts on college faculties to call upon if needed.

Performance Levels:

Satisfactory

Aware of external resources available in the field. Can locate and obtain materials and/or locate and contact professional associations, consultants, vendors, or peers if necessary.

Superior

Knows many external resources in field, including publications, educational programs, consultants, and vendors. Has a well-established network of peers. Belongs to professional associations and attends conferences or other training sessions. Provides research results and/or benchmarking data to the field.

G. FUTURE: CAPABILITY TO PROMOTE EFFECTIVE PERFORMANCE IN THE FUTURE

59. STRATEGIC PLANNING – Establishes plans in a way that will achieve vision for the future.

Level of Competency Required by Job:

- Level 1: Recognizes that no work organization is static, so identifies how an improved organization would function and develops plans to create such an organization.
- Level 2: Considers factors in the external environment, best practices, and internal organizational factors to develop a vision for the future; identifies feasible changes/innovations in support of the vision.
- Level 3: Considers social, economic, legal, and political trends and the “big picture” of the organization to establish a vision for its effective operation in the world of the future.

Examples of Behavioral Indicators:

- Establishes and keeps up-to-date a “strategic plan.”
- Articulates how current trends and anticipated future events are expected to impact the organization.
- Identifies actions the organization can take to accommodate or leverage trends and future events.
- Recognizes that evolution/change will occur, and without an attempt to manage it, that it is unlikely to be in the best interest of the organization.
- Accepts that even when many factors are unknown or their certainty is questionable, that which is known with any degree of certainty can be effectively used to formulate plans.

Performance Levels:

Satisfactory

Considers the future when establishing current day-to-day operational practices. Envisions an improved organization and identifies specific actions to help create it.

Superior

Understands that the larger environment in which the organization exists is influenced by and influences the organization. Notwithstanding uncertainties, formulates a vision and plans to achieve it.

G. FUTURE: CAPABILITY TO PROMOTE EFFECTIVE PERFORMANCE IN THE FUTURE

60. VISION – Conceptualizes and conveys an ideal future in a way that creates employee acceptance and motivates employees to achieve it.

Level of Competency Required by Job:

- Level 1: Envision a more efficient operational unit in which productivity is increased and product quality/quality of service is improved, and, at the same time, persistent problems and other frustrations for employees are eliminated to create a more pleasant work environment. Convey vision to employees and take all possible steps to make the vision a reality.
- Level 2: Envision a more efficient, better coordinated function in which organizational barriers and other factors that detract from performance are eliminated and the opportunity for gratifying individual contribution is enhanced. Convey vision to employees in a way that motivates them to support and help achieve vision.
- Level 3: Envision a more efficient and effective organization that is well recognized as an exemplary “organizational citizen” and an employer of choice. Identify strategies to achieve vision, and convey vision and strategies to staff in a way that enlists their enthusiastic support and commitment to achieving the vision.

Examples of Behavioral Indicators:

- Identifies and articulates an ideal future state.
- Considers both organizational and staff perspectives when developing vision for the future.
- Conveys vision for future to staff in a way that provides concrete description of the ideal and makes it seem achievable.
- Presents strategies and secures resources to achieve vision or, alternatively, identifies specific steps to be taken.
- Establishes responsibility and accountability for required actions.
- Recognizes, and conveys to staff, that ultimately this is a process, (a feature of organizational functioning), not a project.

Performance Levels:

Satisfactory

Envisions future, conveys vision, and, with staff, tries to achieve it.

Superior

Articulates ideal future state, generates enthusiasm/staff desire to achieve it.