

**COMPETENCY MODEL FOR
FINANCIAL ANALYST
CLASS CODE 1549**

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

- * 2. Mathematics
- * 4. Analytical Ability
- *11. Initiative
- *20. Job Knowledge
- *21. Technology Application
- *40. Credibility
- *47. Written Communication
- 58. Industry Knowledge

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

*Competencies necessary prior to job entry

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.

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.

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.

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.

Job Knowledge Areas

1. Knowledge of financial analysis methods and techniques, such as financial modeling, valuation analysis, and rate of return analysis in order to evaluate the feasibility of projects.
2. Knowledge of the principles of economics and methods of economic analysis, such as cost-benefit and marginal cost, in order to evaluate the feasibility of projects.
3. Knowledge of economic factors affecting contracts, major economic programs, and leases and construction projects in order to evaluate projects/situations and provide a recommendation to management.
4. Knowledge of Generally Accepted Accounting Principles (GAAP), such as Governmental Accounting Standards Board (GASB), and Financial Accounting Standard Board (FASB) sufficient to interpret and analyze financial statements.

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.

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 coworkers.

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.

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.

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.