

COMPETENCY MODEL FOR CHIEF OF OPERATIONS (7258)

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

- 3. Judgment and Decision Making
- 20. Job Knowledge
- 32. Responsiveness and Follow up
- 33. Interpersonal Skills
- 42. Resolves Conflict
- 45. Oral Communication
- 47. Written Communication
- 53. Leadership

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

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

Level of Competency Required by Job:

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

Examples of Behavioral Indicators:

- 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.

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 the principles and guiding documents related to the operations of an airport such as Aeronautical Information Manual (AIM), Airport Certification Manual (ACM), and various federal regulations sufficient to ensure the safe and efficient operations of an airport.
2. Knowledge of passenger terminal procedures such as ramp services, terminal operations, and facility needs sufficient to ensure safe and efficient operations of passenger terminals.
3. Knowledge of emergency procedures such as the Airport Emergency Plan (AEP) sufficient to properly coordinate and manage the response during emergency situations or irregular operations at an airport.
4. Knowledge of aviation terminology such as NOTAM, ATIS, SMGCS, and AFD used in communicating with various stakeholders sufficient to direct the operations of an airport.
5. Knowledge of the National Incident Management Systems (NIMS) such as Incident Command System (ICS) and the Standardized Emergency Management System (SEMS) sufficient to properly organize and manage a catastrophic event at an airport.

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.

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.

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

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.

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 ne

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.

