

**COMPETENCY MODEL FOR  
EXHIBIT PREPARATOR (2016)  
CLASS CODE 2444**

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

- 2. Mathematics
- 8. Safety Focus
- 20. Job Knowledge
- 25. Space Visualization
- 28. Supervision
- 35. Teamwork
- 39. Tact
- 45. Oral Communication

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.

**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.

**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.

**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 proper care, handling, and shipping of art objects such as using the appropriate packing materials (e.g. bubble wrap, glassine paper) and adhering to the appropriate reporting procedures (e.g. completing condition or incident reports, which detail what happened to the artwork, such as damage, and who did it, such as public or preparatorial staff) to ensure safety of the artwork and to inform management and outside parties of the condition of the artwork and any damage sustained.
2. Knowledge of the care and maintenance of artwork that requires being plugged into an electrical outlet (e.g. neon art, audio/video, and new genre) such as understanding transformers and electrical breakers and troubleshooting malfunctioning software and hardware, in order to ensure safety and efficiency during installation and exhibition of artwork.
3. Knowledge of construction specifications pertaining to the fabrication of given dimensions (length x width x depth) of crates, pedestals, mounts, cleats, boxes, and other sculptural elements in order to draft detailed technical drawings and/or sketches, by hand and/or computer based software (e.g. Sketch-Up) that illustrates visual aesthetics, design cohesion, and exceptional quality of finished product to ensure adequate protection and installation of artwork.
4. Knowledge of the methods and techniques for displaying, installing and storing art objects (e.g. light-level, temperatures, and humidity), as well as materials (e.g. wood, Plexi, glass, metals, and/or paints), techniques (e.g. construction, hanging, and lighting), and implementation of methods (e.g. proper handling and installation of artwork) to ensure the exhibition and artwork meets American Alliance for Museum (AAM) standards.
5. Knowledge of computer design and administrative programs such as Adobe Illustrator, Sketch-Up, computer-aided design (CAD) software, and Microsoft Office Suite to ensure proper design quality and construction of installation for exhibits and special events.
6. Knowledge of recordkeeping maintenance techniques and procedures, such as inventory checks, condition reports, and records of staff safety to ensure compliance City standards and policies.
7. Knowledge of contemporary art practices (e.g. new genre, media, and environment-based artwork), such as understanding work methodology and/or elements of a created piece, installing a large environment-scale piece, working with artwork tied to various mediums (e.g. sculpture, painting, and video combined), and communicating with artists, to ensure understanding of appropriate installation and maintenance of artwork.

**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.

**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.

**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.



**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.

**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.