COMPETENCY MODEL FOR
GEOGRAPHIC INFORMATION SYSTEMS CHIEF (2016)
CLASS CODE 7211

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

3.   Judgement and Decision Making
20.   Job Knowledge
28.   Supervision
34.   Customer Service
40.   Credibility
45.   Oral Communication
49.   Project Management
53.   Leadership

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (italicized 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	Superior
Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.	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.

Performance Levels:

Satisfactory

Superior

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

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.

KNOWLEDGE AREAS

1. Knowledge of methods and techniques, such as coloring map lines, representing map features, and interpreting tabular data, to produce database maps, charts, graphs, or other Geographic Information Systems products when requested.

2. Knowledge of graphically displayed information contained in wastewater, street, drainage, subdivision, tract, parcel or license surveys in order to create and update Geographic Information Systems data or to place the data onto newly created maps.

3. Knowledge in computer aided plotting of legal descriptions, subdivisions, and other graphically displayed information onto maps, charts or graphs.

4. Knowledge of Coordinate systems such as Cartesian or Lambert coordinates, latitude and departure, used in the plotting of map points.

5. Knowledge of various complex concepts relevant to hardware and software computer application packages used in various automated mapping processes, such as Environmental Systems Research Institute (ESRI) software.

6. Knowledge of basic cartographic and/or drafting principles, such as geometric construction, terminology, scaling, and proportions used in map construction or map editing.

7. Knowledge of database structures, such as directories, files, trees and branches used to store, and later, recall information.

8. Knowledge of necessary map components such as street, dimensions, north arrow, property right-of-way, and scales contained in various maps.

9. Knowledge of the operation and maintenance of computer peripheral equipment, such as tape drives, plotters, disc drives, and line printers in order to produce a hard copy of data or back up work.

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

<u>Level of Competency Required by Job</u>:

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.*

<u>Examples of Behavioral Indicators</u>:

- 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.

<u>Performance Levels</u>:

<u>Satisfactory</u>	<u>Superior</u>
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.	Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

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.

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.

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

<u>Level of Competency Required by Job</u>:

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.*

<u>Examples of Behavioral Indicators</u>:

- 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.

<u>Performance Levels</u>:

<u>Satisfactory</u>	<u>Superior</u>
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.	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.

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

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