

## **Competency Model for Senior Administrative Analyst**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of Senior Administrative Analyst.

- 3. Judgment and Decision Making
- 4. Analytical Ability
- 5. Learning Ability
- 7. Self-management
- 11. Initiative
- 20. Job Knowledge
- 33. Interpersonal Skills
- 45. Oral Communication
- 47. Written Communication

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 level.

## Competency Model for Senior Administrative Analyst

**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.

**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.

## 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.

**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.

**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 acquired after hire in a brief orientation, short training program, or through on-the-job training.
- Level 2: Knowledge acquired through an apprenticeship or extensive training program, or long duration of job performance.
- Level 3: Knowledge acquired through a prolonged external course of study and/or extensive training and experience within the City.**

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

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 and accounting documents, Federal and State laws and regulations, Charter and Administrative Code, and other job-related written material sufficient to make logical interpretations.
- 2. Knowledge of the contents and organization of CAO Budget Manual.
- \* 3. Ability to recognize a variety of job-related problems and recommend feasible and cost-effective solutions.
- \* 4. Knowledge of the general content covered by the contracting processes (such as RFPs, RFIs, etc.).
- 5. Knowledge of grant procedures needed to submit a report on grant funded projects and activities.
- 6. Knowledge of the City's accounting practices in order to properly monitor a department's budget.
- \* 7. Knowledge of general contents and organization of City administrative policies and procedures, including but not limited to the City Charter, Administrative Code, CAO Budget Manual, CAO Rules, and Mayor's Executive Directives.
- \* 8. Knowledge of City's personnel classification system.
- \* 9. Knowledge of the organization, function, and interrelationships among City departments.
- \* 10. Knowledge of reference sources used to research City personnel rules, practices, procedures, and grievance handling.
- 11. Knowledge of existence and purpose of a variety of governmental, public, and private agencies such as other governmental agencies, law firms, and accounting firms to coordinate provision of City services.
- \* 12. Knowledge of the rules for filling positions within City departments.
- \* 13. Knowledge of budgetary control principles.
- 14. Ability to identify and relate current events to job-related matters.
- 15. Ability to recognize the long range impact of issues or proposals on departmental or City operations.
- \* 16. Ability to plan and conduct investigations which indicate knowledge of management principles and organizational structure.
- \* 17. Knowledge of basic statistics.
- 18. Ability to design charts, tables, and graphs.

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<sup>1</sup> \*Indicates knowledge needed at entry

**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.

**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 needed.